

APPENDIX Y

ANNUAL REPORT

OF THE

Superintendent

OF THE

Ontario School for the Blind  
BRANTFORD

FOR THE YEAR ENDED 31st OCTOBER

1919

(Being Appendix Y to the Report of the Minister  
of Education for the year 1919)

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

Printed and Published by A. T. WILGRESS, Printer to the King's Most Excellent Majesty

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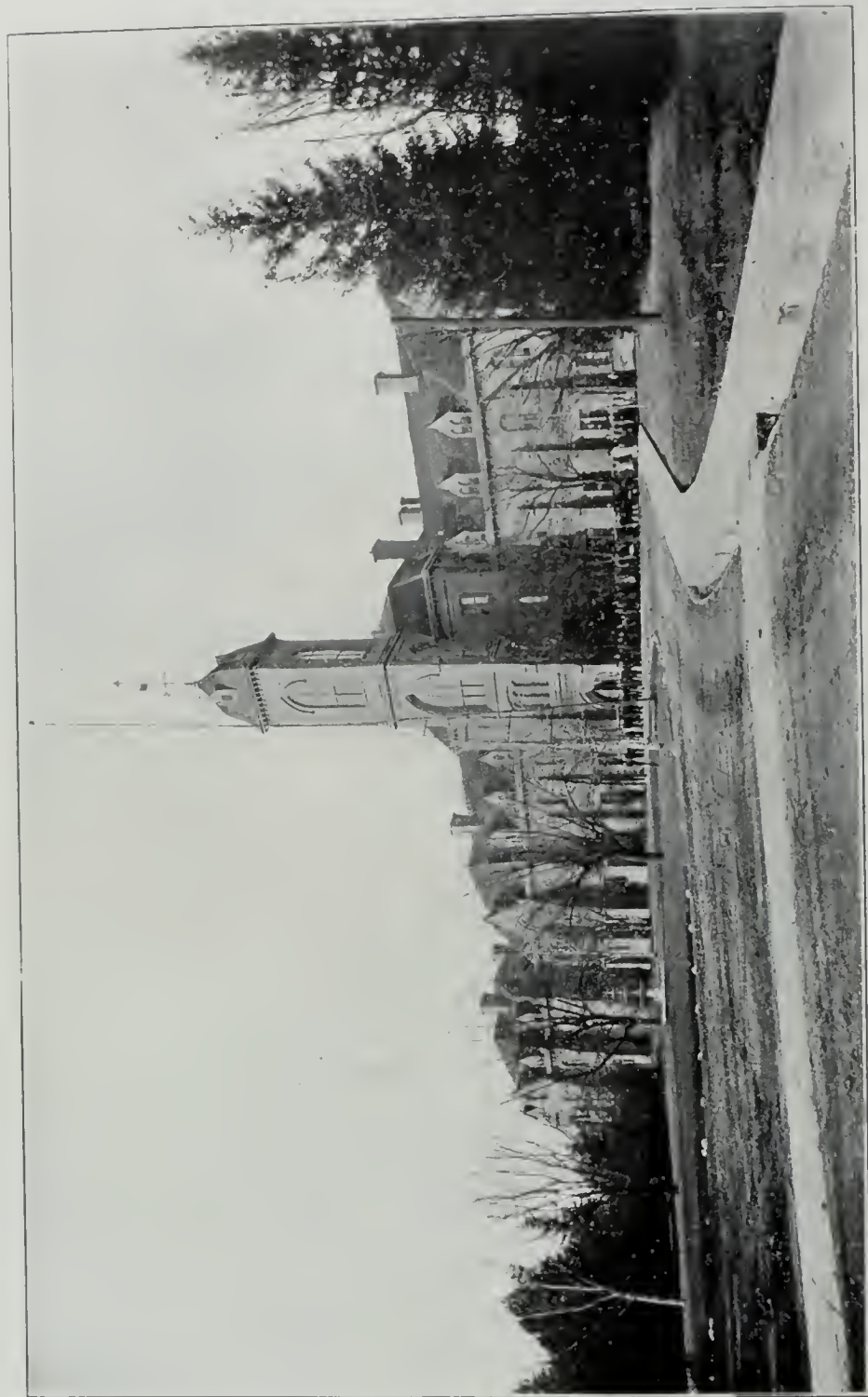
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Main Building, Ontario School for the Blind

# ONTARIO SCHOOL FOR THE BLIND

## ANNUAL REPORT OF THE SUPERINTENDENT

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TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR.—I have the honour to transmit herewith the Forty-eighth Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1919.

I have the honour to be,

Sir,

Your obedient servant,

W. B. RACE,  
*Superintendent.*

Brantford, December, 1919.

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### The Attendance

In presenting the Forty-eighth Annual Report of the Ontario School for the Blind, I beg to report the average attendance for the session which ended in June, 1919 as 101, and an increase in the total registration for the school session commencing September 24th, 1919, from 98 to 110. The registration of pupils for the twelve months of the official year from October 31st, 1918 to October 31st, 1919, was 128, just two more than in the preceding official year.

The work of the Field Agents acting under the direction of the National Institute for the Blind with headquarters at Toronto, is responsible for the increase in attendance, and it is to be hoped that through their efforts the attention of many others during the present year will be called to the facilities for educating the blind in Brantford. In spite of the publicity given in various ways to the work of our school, it is astonishing how little knowledge of it the general public has. Letters are occasionally received from the parents of blind children saying that they had just heard of the school for the first time, and making enquiries about the terms of admission. In some instances the parents consent reluctantly to allow their children to attend, fearing that they cannot possibly get along without the care and protection given them at home. Parents who adopt this attitude are guilty of a great wrong to their children, even though they are actuated by the kindest motives. Blind children instead of being coddled and encouraged in receiving attention, should be taught early to become self-reliant, and the school is the proper place for the development of that quality.

### Object of the School

It is regrettable that there should be such a misconception in the minds of many as to the purpose for which the school was established. Every year it is necessary to return to their homes children, who by reason of their mental unfitness can derive no benefit from their attendance, and who, if they were permitted to remain, would be a detriment to the well-being of those entitled to do so.

The school was founded for the purpose of imparting general education, as well as instruction in some professional or industrial art to all blind youths of both sexes, between the ages of seven and twenty-one, not being deficient in intellect, and free from disease or physical infirmity. It is not intended as an asylum for the aged, or infirm, nor as a hospital for the treatment of disease; but in its design has reference only to the physical, mental and moral training of blind children.

It is required that all pupils sent to the school should be decently and comfortably clothed, and furnished with a sufficient change and variety of apparel to ensure cleanliness and comfort. A supply sufficient for the term must be furnished or guaranteed before the pupil can be admitted.

The regular annual session commences on the fourth Wednesday in September, and continues until the third Wednesday in June, at which time every pupil must be removed to his or her home or place of abode. Guides are provided where necessary at the beginning and the end of the school term to look after the safety of children when they are travelling, but parents wishing to have their children with them at the Christmas vacation are expected to make all arrangements for the journey, both going and coming, and to guarantee that they will not be exposed to any contagious disease.

No fee is charged for tuition or board, but parents must pay all travelling expenses to and from the school.

### New Members of Literary Staff

Miss Muriel Middlemiss, Kindergarten teacher for many years, resigned to accept a position in the public schools at Ingersoll, and her position is being filled by Miss Hazel M. Lowry of Brussels. Owing to the admission of so many younger pupils, the Kindergarten class has been divided into two parts, and separate rooms assigned to each. Mr. Hickey has been replaced by Mr. Leo J. Langan, of Strathroy, who in addition to the class work, shares in the duties of supervision.

### Senior Classes

The work in the High School Department has proceeded very satisfactorily, and the pupils who have passed the Entrance examination are making good progress in the subjects of French, Algebra, Geometry, Physics, and senior English. Time is also devoted in this class as well as in the senior public school class to the study of Braille, and many of the pupils are now able to read the new type as readily as the New York Point System.

### New Pupils at the Opening of the Session, September 24th, 1919

Name.	Residence.	Name.	Residence.
Black, Fraser .....	Ft. William, Ont.	Kashkofsky, Walter ..	Winnipeg, Man.
Braden, Milton .....	Calabogie, Ont.	Philpott, Frederick ...	Brockville, Ont.
Craig, Leslie .....	Petrel, Man.	Richards, Laurie .....	Winnipeg, Man.
Harris, Hilliard .....	Winnipeg, Man.	Sutherland, Joseph ...	Vancouver, B.C.
Harris, John W. ....	Winnipeg, Man.		(re-admitted).



## New Pupils at the Opening of the Session, September 24th, 1919.—Continued.

Name.	Residence.	Name.	Residence.
Tuttle, Russell .....	Toronto, Ont.	Krauser, Rose .....	Winnipeg, Man.
Wilson, Walter .....	Peterboro', Ont.	McEwen, Geraldino .....	Saskatoon, Sask. (re-admitted.)
De Carolinis, Mary E. ....	Peterboro', Ont.	Nelson, Eva .....	Winnipeg, Man.
Dupuis, Agnes .....	Peterboro', Ont.	Reddick, Jessie .....	Toronto, Ont.
Edwards, Mary .....	Toronto, Ont.	Tolton, Edna .....	Guelph, Ont. (re-admitted.)
Folis, Roso .....	Winnipeg, Man.		
Fuson, Dora .....	Winnipeg, Man.		
Grey Muriel .....	Winnipeg, Man.		

## Pupils Admitted During October, 1919

Name.	Residence.	Name.	Residence.
Davidson, Thorstein ..	Caspaco, B.C.	O'Neill, Allan J. ....	Calgary, Alta.
Elmes, J. Alfred .....	Toronto, Ont.	Pennell, William .....	Allsaw, Ont.
O'Brien, William .....	Clydesdale, Ont.	Collins, Mabel .....	Regina, Sask.

## Pupils Registered in Session, 1918-19

Name.	Residence.	Name.	Residence.
Anthony, Gordon .....	Brampton.	Patrick, George .....	London.
Bell, Stewart ..	Paisley.	Petrie, Aloysius .....	Hamilton.
Bellew, Clarence .....	Winter, Sask.	Philpott, John .....	Brockville.
Bettridge, Edward .....	Brampton.	Powell, James .....	Toronto.
Campbell, Charles .....	Toronto.	Salter, Melville .....	Oshawa.
Carlson, Arthur ..	Victoria Harbour.	Stoddart, Ernest .....	Copper Cliff.
Carscallen, Archie .....	Tamworth.	Sydor, Mike .....	Winnipeg, Man.
Conway, Ernest .....	Hough Lake.	Towner, John .....	Toronto.
Culver, John .....	Todmorden.	Tomlinson, Roy .....	Saskatoon, Sask.
Dobbin, Robert .....	Toronto.	Troughton, Robert .....	Arthur.
Duncan, Terence .....	Toronto.	Vance, D. Earl .....	Galt.
French, Clayton ..	Anglia, Sask.	Vance, Frank .....	Saskatoon, Sask.
Garlick, Walter .....	Ottawa.	Vincent, Cecil .....	Crookston.
Gash, James .....	Fernie, B.C.	Webb, Harold .....	Allandale.
Giroux, Albert .....	North Bay.	Wilkinson, Charles .....	Kingston.
Gomm, William .....	Toronto.	Young Kenneth .....	Binbrook.
Grausdin, John .....	Lettonia, Man.	Bews, Anna .....	Bridgeburg.
Green, Frederick .....	Chesley.	Bezaire, Alma .....	Auld.
Green, Harold .....	Elmwood, Man.	Bezaire, Lea .....	Auld.
Green, Edward .....	Dunnville.	Bickerton, Gladys .....	Navan.
Hackett, John .....	Toronto.	Brown, Gladys .....	Simcoe.
Hambourg, Myer .....	Toronto.	Prunsden, Alma .....	Brantford.
Hartfield, Adolf .....	Lang, Sask.	Clark, Jessie .....	North Bay.
Hill, Archio .....	North Bay.	Clark, Lillian .....	Mount Dennis.
Hill, Norman .....	St. Thomas.	Clarke, Marguerite .....	Toronto.
Hutchinson, Fernie ..	Fernie, B.C.	Crawley, Daisy .....	Toronto.
Joyce, Judson .....	Ottawa.	Dalton, Mary .....	Hamilton.
Konopski, Albin .....	Valley River, Man.	Dawson, Christina .....	Toronto.
Kozlowski, Joseph .....	Winnipeg, Man.	Gascogne, Marjorie .....	Hamilton.
Kelly, Livingstone .....	Fenelon Falls.	Gill, Grace .....	Toronto.
Lott, Ernest .....	Brussels.	Grills, Iva .....	Cane.
Macbeth, Stanley .....	Toronto.	Helliwell, June .....	Toronto.
Macalister, Donald .....	Macalister, B.C.	Hilton, Lydia .....	Belleville.
Makev, Lawrence .....	Tilbury.	Hyndman, Elsie .....	Norwich.
Martin, Joseph .....	Winnipeg, Man.	Johnson, Gertrude .....	Winnipeg, Man.
Melver, Donald .....	Coderich.	Joyce, Patricia .....	Strathcona, Alta.
Metcalfe, William .....	Toronto.	Kaufman, Blanche .....	Chatham.
Miller, Donald .....	Dunnville.	Lammie, Greta .....	Hensall.
Miscampbell, Lester ..	Angus.	McGillivray, Agnes .....	Listowel.
Murray, Ancile .....	Coderich.	McDonald, Christina ..	Dunvegan.
McDonald, James .....	Clover Bar, Alta.	Miller, Susan .....	Gravenhurst.
McLennan, John .....	Toronto.	Mishnischodare, Eliz. ....	Manitowaning.
McLaren, Frederick ..	Merrickville.	O'Neill, Mary .....	Ottawa.
Niece, Robert .....	Lowbanks.	Philpott, Emily .....	Prockville.
Parfitt, Allan .....	Toronto.	Reginbal, May .....	Norw'd G've, Man.

**Pupils Registered in Session, 1918-19.—Continued.**

Name.	Residence.	Name.	Residence.
Sells, Kathryn .....	London.	Wagner, Rose .....	Brantford.
Slay, Gladys .....	Sarnia.	Welsh, Verna .....	Baldur, Man.
Smith, Effie .....	Brantford.	Webster, Helen .....	Wallaceburg.
Squair, Ethel .....	Williamstown.	West, Bessie .....	Brampton.
Waswanapy, Mary ....	Cochrane.	Wiggins, Clarice .....	Stratton.

**Success in Piano Tuning**

Several of our pupils have secured during the past year good positions as piano tuners, and, although, there was a certain reluctance on the part of their employers to give them the opportunity, I am glad to report that the boys have shown such skill in this special line of work that they are giving general satisfaction. Diplomas were issued to all who were considered competent by our tuning instructor, Mr. Ansell, and as the good work becomes better known there will be less hesitation to grant employment to our graduates. In many instances, in fact, boys are given pianos to tune by the residents of Brantford, who have confidence in the training they are receiving at the school.

**Dictaphone**

The installation of a dictaphone has done much to stimulate interest in the typewriting classes, and our older students are becoming very expert in transcribing with the typewriter direct from the dictaphone record. An attachment is used which permits five pupils to operate at once from the one record, and the speed, skill and accuracy, which they acquire in a short time is really amazing. The blind typist by close concentration upon his work is very accurate and his work compares very favourably with that of seeing typists.

**The Workshops in Toronto**

The establishment of the workshops in Toronto, both for men and women, has been a great blessing to those who leave our school, as in previous years much of the benefit derived from the training here was lost by them, owing to the lack of opportunity to apply their talents. The boys who have not been trained as tanners, may now find employment in the broom factory, where they soon put themselves on a self-sustaining basis, whereas the girls find ready employment for their deft and expert fingers in the various departments of the workshop on Adelaide Street, and it is satisfactory to feel that the work of these pupils is being carried on under the guiding influence of the officials of the C.N.I.B., an influence which is sympathetic and encouraging and steady. Better work always results in the atmosphere of sympathetic faith than in that of an ill-concealed hostility.

**Special Work for Pupils**

The day industrial classes recently established at the Brantford Collegiate Institute have been open to any of our pupils interested in any subject not found in our own curriculum of study, and one young man who has a keen interest in electricity attended the classes in that subject during the past term. His instructor has given a very glowing account of his progress, and rated him with the best.

Encouraging reports, too, have been received of the success of one of our most promising young men, who is now taking a course of training as an insurance salesman in one of the best offices in the City of Toronto.

### Examinations in Music

As had been arranged last year, our pupils wrote upon the examinations as set by the University of Toronto. The course prescribed has meant a very radical change in the music selections, and owing to the lack of many of these in the point system, some delay has been occasioned in transcribing. The results of the examinations were on the whole, very satisfactory, although there were, as is usually the case with examinations, some disappointments.

### Improvements in the Grounds

A new cement walk, replacing the board walk on the boys' side of the grounds has been completed, and the general appearance of the park has been greatly improved by work done throughout the year in trimming the trees and cutting out superfluous ones. This work will be continued throughout the next year.

### Care of Teeth

An appropriation was obtained last year for taking care of the pupils' teeth, and the results have warranted the expenditure. The pupils went to the dentist in their turn, and defective teeth received the attention they required. In some cases where the work would necessitate too frequent absence from classes, the parents were communicated with and the necessary work was done at home during the summer vacation.

### Resignation of Mr. Grierson

Mr. Grierson, who was employed as baker in our school for twenty-nine years resigned in July, owing to ill-health, and at the time of writing a successor has not been appointed in his stead. The experiment of purchasing bread from one of the city bakers is being tried, and if it should prove satisfactory will be continued throughout the coming year.

### Death of Frederick Green

The teachers and pupils were much distressed to hear of the death of Frederick Green, which took place at his home in Chesley a few days after school opened in September. Fred. succumbed after an operation for appendicitis. He was a general favourite in the school, and although he had not a very robust frame and was in rather delicate health, his death came as a great shock.

### Swimming Classes at the Y.M.C.A.

The swimming classes at the Y.M.C.A. which have been held once a week during the past two years, still continue to be very popular, and the same privilege has been extended this year to the younger boys. The boys' supervisor takes personal charge of these classes, and as he is assisted by one of the Y.M.C.A. officials, every precaution is being taken to safeguard the pupils from possible accident. No form of physical exercise is so beneficial as that of swimming, and the boys look forward to this weekly visit with eager anticipation. This exercise with the regular daily work in the gymnasium serves to keep the boys in good physical condition.

### Extra Equipment in the Play-grounds

Extra equipment has been added to the play-ground apparatus in the way of swings and slides, and these are freely made use of by both the boys and the girls during the recreation hours.

### **Visits from Outsiders**

The pupils were delighted with an address given by Sir Robert Falconer, President of Toronto University, on the occasion of his visit to Brantford to the University Alumni. Sir Robert spoke of his visit to St. Dunstan's and made reference to his intimate knowledge of the School for the Blind in Halifax, and his high esteem for its Superintendent, Sir Frederick Fraser.

### **Improvements in the Building**

Many improvements have been introduced into the Main building which have contributed much to the comfort and convenience of the pupils. The drinking fountains on the first floor fill a long felt want, and the paper towels in the wash rooms make unnecessary running in and out of the dormitories during the day time.

Single desks have been placed in three of the class-rooms, replacing the double desks which have been in use for some time. The new desks are of the ball-bearing adjustable box desk with lifting lid type, and they are not only more comfortable because of their adaptability to the size of the pupil, but they have the advantage of holding more securely the various articles required by each pupil in his class room work. The old desks have not been discarded altogether, as they have been installed in one large room formerly used as a play room for the smaller boys, but now converted to a special study room, where pupils may gather in their leisure moments to read or study.

### **Intercommunicating Telephones and Programme Clock System**

Owing to the extent of the various buildings in connection with our school, it was deemed advisable to install an intercommunicating telephone system so that each department could be brought into immediate touch with every other department. This has given great satisfaction, and has saved many steps. With the hospital and senior music room on the third floor, the advantage of such a service can be readily appreciated.

The programme clock operates the call bells in all the buildings upon a schedule arranged for the work of the whole day, and it varies on Sundays, when the classes are not in session. The complaint had been very common that the various calls given by a gong in the main hall were not heard even on the second floor, and pupils at piano practice were frequently unable to respond to change of class periods or a summons to the Assembly Hall. Under the present system the clock automatically rings twenty-seven bells which are distributed in every building and on every floor.

### **Assembly Hall**

The Assembly Hall on the third floor is used probably more than any other room in the school, as the pupils all gather there every morning, Sundays included, for opening exercises. It is in this room, too, that the evening reading takes place as well as the regular Tuesday evening concert, and twice a year the public is invited to enjoy the programme which has been for a long time one of the features of the school. The antiquated benches in this hall have been in place for nearly forty years, and have long since survived their usefulness. They are not only uncomfortable, but they are unsightly, and I strongly recommend that they be discarded and replaced with more modern and up-to-date chairs of the opera type.

### The Reunion

By far the most interesting event of the year was the reunion of former pupils of the school, which was held June 30th, July 1st and July 2nd. The weather was glorious, the grounds and trees at their most beautiful stage, and everything conspired to make the event a memorable one for the one hundred and thirty ex-students who arrived from all parts of Ontario. Two or three of the men and women present had been students here in 1872, at the very beginning of the history of the school. Many old friends met with glad hearts after separations of anywhere from one to thirty-five years. Many affecting scenes were enacted, when on hearing the familiar voices of days long past, friends greeted friends, and reminded one another of scenes and incidents of childhood forgotten during the passing years. Everywhere in the building and about the grounds were gathered animated groups giving full expression to the joy which was theirs in talking over old times or exploring old haunts. It was a happy three days for visitors and entertainers, and there was a certain joyous and unrestrained abandon about the movements of all that contributed much to the success of the few days spent together. One could almost imagine the old school itself rubbing its eyes as it looked around in bewilderment on hearing the happy laughter and songs by the familiar voices of former days.

The guests were met at the different railway stations and conducted to the school where in the main entrance a secretary enrolled their names and addresses. Attendants were at hand to assign them to their rooms in the dormitories. Naturally there was confusion, and, of course, there were the usual mix-ups with grips and baggage, and with getting everybody comfortably placed. But all were so good-natured and so patient that the task of looking after them was comparatively easy.

It was too much to expect friends who had not met for so many years to settle down to a formal programme, and the first afternoon was given up to the renewal of acquaintanceships and to an impromptu programme in the Assembly Hall. Mr. Charlie Duff, of Niagara Falls, and Mr. Treneer of Peterboro', played on the pipe organ, their repertoire ranging from the delicacy of Grieg's Spring Song to the colossal harmonies of the overture to William Tell. Mr. Kaiser, of Guelph, sang a few solos, and Miss Kight, of Ottawa, contributed a recitation. Mr. James, a former superintendent, expressed his pleasure at meeting so many of the former pupils of the school and applauded the idea of the reunion and regretted that he could not attend all the sessions of the convention.

The meeting was formally opened in the Assembly Hall by an invocation from the Rev. Mr. Fitzpatrick, Pastor of Brant Avenue Methodist Church, after which an address of welcome was given by the superintendent. Mr. Thomas Kennedy, who was in the chair, acknowledged the welcome on behalf of the guests, and the meeting was adjourned to meet the following morning.

Before the date of the reunion a programme had been arranged for dealing with various topics of interest to the blind, and as paper succeeded paper it was the general opinion that nothing had been heard at the convention at Toronto the previous week which revealed a greater grasp of the real problems of the education of the blind, a greater insight into the difficulties confronting them in life, and a higher plane of discussion with a view to deriving the utmost benefit to all concerned. The experiences of many of the ex-pupils aroused the greatest interest and enthusiasm, and many questions were asked regarding the difficulties encountered by those whose careers were successful.

Dr. Murray, of Walkerton, gave an interesting account of her success in the field of chiropractic, and held up her profession as one which offered a splendid





A Reunion of Former Pupils, O.S.B.

opportunity to those who aspired to a career of helpfulness to others. Her paper was much appreciated by her many friends.

Dr. Gray, of St. Thomas, one of the successful osteopaths of Ontario, in a delightfully modest presentation of his experiences as a practitioner, claimed that the course in osteopathy was not beyond the reach of the blind, and offered a lucrative field of practice. At the conclusion of his talk he was questioned in more detail by those who wished for fuller information.

In a similar line, though in a more modest and restricted field, many have made a success as masseurs. Mr. George McArthur, of Toronto, spoke of his own experience, finding his present work both easier and more remunerative than his former as piano tuner.

Miss Louise Deschenes related her experiences as a teacher of music in Haileybury to sighted pupils. The difficulties which seem insurmountable to less heroic spirits, did not daunt her, and her pupils attained a success in competition with the pupils of sighted teachers, which justified her claim that musical talent combined with perseverance and ingenuity will overcome the handicap of not being able to see.

Mr. Sanford Leppard, of Toronto, gave at the evening session an address on his experiences as a piano tuner. He spoke of the events leading up to his adoption of piano tuning as a profession. The aspirations of childhood that he might some time get an education as well as seeing children and afterwards become independent seemed capable of realization in the establishment of the school at Brantford, the need of which had long been felt in the province. He spoke interestingly of his earlier experiences in the school, the primitive and imperfect method of elementary teaching, and then how he set himself to learn the theory of piano tuning from a teacher who knew little or nothing about it, one who taught from books and not from his own experience. Not until Mr. W. G. Raymond became teacher in this subject did Mr. Leppard begin to make any progress, and it is to Mr. Raymond's sound instruction that he attributed any success which he may have achieved in the art. Mr. Leppard urged the necessity of piano tuners learning to play on the instrument that they tuned, so that they might be able to secure positions as demonstrators in showrooms where pianos are sold; that by thus combining the tuning and demonstrating, their services would be doubly valuable. He concluded by an appeal to the sightless not to use their handicap to secure sympathy, but rather to seek employment on their own merits.

Mr. W. G. Raymond, Postmaster of Brantford, and formerly Mayor, was given a rousing reception. His work as a teacher in the school was known to many, and his general understanding of their problems and his sympathy with their difficulties and aspirations, found a responsive chord in the hearts of all. Mr. Raymond's address was full of that gentle humor and fine humanity that combine to make him one of the foremost men in the city. He recalled for the benefit of his hearers the story of his own life from the time when as a midshipman on board a ship bound for Australia, he discovered that his sight was becoming so imperfect that the ambition of his life, to be commander of his own ship, would never be realized. He spoke of his despair in tones that must have found an answering thrill in the hearts of many. He returned to England, where he tried many things, among others newspaper reporting, but without success. Then he came to Canada and eventually entered the Ontario Institution for the Blind, as it was then called. He spoke at some length of his earlier experiences in the school and referred humorously to the general misapprehension regarding the capabilities of the blind. His

own success in life he attributed to his effort to tackle anything that sighted people tackled, and to have his work appraised solely on its merits. It is pleasant to record that he distinctly lays the credit for whatever success he has since achieved to his education in this school. That success has been marked. He is to-day the finest Shakespearian student and one of the most popular public speakers in the city. Mr. Raymond greeted many of his old friends, and assured them of the deep interest he took in their success in life, and in the school hallowed by the memories of many happy friendships.

Mr. F. W. Johnson, of Toronto, spoke at some length upon his struggle as a business man to get himself established on a firm footing in keen competition with sighted rivals. The story of his fight against odds during a business depression, and of his ultimate success in doing a volume of business far beyond his most sanguine expectations, was followed with the keenest interest, and relished with the zest of any chapter of romance.

Mr. Johnston started twenty-one years ago selling picture postal cards through agents with a capital of only \$50.00, and to-day after varying vicissitudes of fortune he is the successful head of the Canadian Novelty Co. in Toronto, which last year turned over \$90,000 worth of business. Mr. Johnston takes a keen interest in everything pertaining to the blind, and since the reunion has offered a prize in the Ziegler Magazine for the best article upon how the blind can best help themselves. Already he has had many interesting responses, and it is his intention to make these public for the benefit of the blind generally.

Mr. Sherman C. Swift, M.A., the cultured and talented librarian of the Canadian National Institute for the Blind, spoke upon the subject of "What the O.S.B. did for me and what it might have done." His informal talk dealt with the change in methods of instruction introduced since he was a student many years ago, with a tinge of regret that he was one who had suffered from a too narrow schedule of studies. He paid a high tribute to the physical training he had received in the gymnasium of the school, saying that when he first attended he was not of a very robust frame, and the gymnasium exercises laid the foundation of health which enabled him subsequently to pursue his studies through the University. This, with a rather thorough grounding in English literature, constituted, as he said, his armor against "the slings and arrows of outrageous fortune." He lamented the fact that in the old days the school was not under the Education Department of Ontario, but was linked up with the institutions under the department of prisons and asylums. He referred humorously to the general misconception arising from this wrong association. His criticisms, though keen, were sympathetic and friendly, and his reference to blindness not as an affliction, but as a mere physical embarrassment, appealed to the imagination of the gathering, and was used frequently by subsequent speakers as an expression accurately portraying their viewpoint.

Mr. Rixon Rafter, B.A., editor of the *Arthur Enterprise*, dealt with his experiences in the journalistic field, and gave a graphic account of the problems of a blind man in the editing and managing of a newspaper. His own success from a business standpoint warranted him in assuring his hearers that blindness need not deter a man with a talent for writing from taking charge of a newspaper, as the mechanical part of a country newspaper office, which depended more or less upon sighted workmen, did not usually fall to the lot of the editor and manager.

Mr. Rafter laid special emphasis upon the desirability of a newspaper man mingling freely with the business life of his community, so that he might get a better grasp of its needs. The successful newspaper editor should not keep in



the background regarding anything pertaining to the social, political, and educational activities of the whole field within the influence of his paper.

Mr. Rafter in himself is a conspicuous example of what ambition and perseverance can do for one who is not deterred by a "physical embarrassment." He did not permit his blindness to interfere with his getting a University education, nor did he rest on his laurels when this ambition was realized, but ventured into a practically unknown realm of business, and in spite of temporary discouragement and prophecies of failure, has made a success which has made him one of the most outstanding figures in the community in which he lives. Mr. Rafter's inspiring talk was received with enthusiasm.

Mr. H. F. Gardiner, of Hamilton, formerly superintendent of the school, was glad to meet so many of his former pupils, and hear from them first hand of their experiences since leaving school. He spoke of the growth and development of the school from its earliest days, as he had been more or less familiar with it long before he became its superintendent.

He reviewed his work in the school from the date of his appointment, spoke of the vast improvement effected in the printing department which was established through his efforts. He commended the idea of the reunion, and hoped that it would be continued until a splendid organization of ex-pupils could be formed to co-operate with the school officials in making the training and education of the blind a greater success than ever.

Mr. Donkin, the industrial instructor in the O.S.B., in dealing with problems arising from his department, touched upon topics of interest suggested by questions frequently asked him. In answering the query as to what is the best trade for blind men, he maintained that there was no best trade, that the work for the blind depended rather upon the individual and upon his selecting the life work for which he was best fitted. Questioned as to why there were so many failures among those who took up industrial work, Mr. Donkin replied that men only entered the industrial department after they had proved themselves unfit elsewhere: as industrial life was only entered upon as a last resort, consequently the ablest and most competent blind pupils found success in another field of work. He spoke of the difficulties experienced by the blind in getting the financial support necessary to carry on until permanently established. He called attention to the fact that the workshops for the blind in Toronto and elsewhere were now providing the training formerly given in our school, and that as a result the work in the shops was now chiefly confined to manual training along lines of most use to pupils after graduation.

Miss Young's paper on the subject of the "Girl in the Home" was of great interest to all women and girls especially. She spoke of the double handicap under which many blind girls labor in this respect, since they are away from home for three-quarters of the year all through their growing days, where meals are cooked for them, dishes washed, and other work done necessary to every household, and then when they do go home the mistaken kindness of their friends makes them more helpless than they need be. But there is no inherent impossibility in their doing practically everything about a house, and doing it well. Sweeping with a vacuum cleaner or carpet sweeper is perfectly feasible; dusting is easy; scrubbing and cleaning of any kind is likely to be done a little more thoroughly than necessary; dish-washing presents few difficulties; bed-making none. Cooking with gas or open fire she considered dangerous, although some of those present maintained that they did it constantly, but the electric range removes this difficulty. The speaker laid great

emphasis on the importance of a blind girl's making herself perfectly familiar with the lay-out of every room in her home, the position of every window, every bit of woodwork, every picture, and so on; then she must determine to be as independent as possible, and before long she will astonish her friends with her mastery of the art and science of domestic economy.

Mr. Treneer, of Peterboro', read a carefully prepared paper on the subject of teaching seeing pupils. The paper was in point print, and it is worth reproducing in full.

### **The Proper Training of Blind Students as Music Teachers**

**By Herbert C. Treneer**

MR. CHAIRMAN, LADIES & GENTLEMEN:

I count it a real privilege to be afforded this opportunity of saying a few words to you on this very important subject, for the lack of such training was brought home to me very forcibly during those first three or four years of my career as a music teacher causing me to make numerous mistakes that might have been avoided if I had known then what I know now through more mature experience and study.

In order that we may consider this question with due seriousness, I desire to present to you as briefly as possible at the outset the dire need of a Normal course for those who intend to enter the arena of life as teachers of music.

If I were to ask you for an expression of opinion with reference to the wisdom of our educational department in having established our Provincial Normal Schools for the training of our public school teachers, I am confident that I would receive a practically unanimous affirmative, because it is generally conceded that the benefits conferred on the juvenile public therefrom amply justify the building and upkeep of such institutions.

To learn is to know: to teach is to impart that knowledge to others. Hence the chief end of a normal course is simply to learn how to impart to others what we already know ourselves. The high school girl who has passed her normal entrance has just as good a right to teach school as we had to teach music after our graduation. In both instances the student has imbibed the necessary knowledge, but in neither case do they know the proper methods of imparting their knowledge to others. Hence the necessity of a normal course for every blind student graduating with this end in view. I am fully aware that the vast majority of music teachers do not pursue a normal course, but I confidently affirm that if they had the public would receive better value for their outlay of time and money. Furthermore, the average sightless teacher must be better fitted for his chosen vocation than his average sighted brother of the music profession, if he is to compete with him successfully, laboring as he does under such a serious handicap.

Having touched on the needs of a normal course for the blind teacher of music, let us suppose that our prospective music teacher, whom for convenience we will term a normalite, has been studying the pianoforte for several years, and mastering the necessary knowledge that should go hand in hand with a prescribed pianoforte course until he has successfully passed his fifth grade examination as laid down in the curriculum of the O.S.B. I see no valid reason why at this stage of his musical education he should not begin his normal course conjointly with his sixth and seventh grade studies, as he will have obtained enough information at this point to enable him to teach at least first and second grade work. But how begin? When a piano tuner graduates from the O.S.B. he is provided with a piano tuner's outfit.

Why not provide our normalities with a similar outfit, consisting perhaps of an embossed copy of a standard text-book bearing directly on the process of teaching or imparting knowledge, and all else that pertains to the purely theoretical side of a prescribed normal course. Secondly, an embossed pianoforte method to be used in giving the first elementary lessons on the piano. I use the National Graded Course, Grade 1, published by the Hatch Music Co., of Philadelphia. And lastly, but of prime importance, he should be provided with an embossed text-book setting forth the business side of a music teacher's life, for, like the ordinary merchant, he has something to sell to the public, and unless he is a wideawake business man, and uses up-to-date business methods, his competitors will be sure to outsell him. I have found Bender's Business Manual, published by the Theodore Presser Co. of Philadelphia of invaluable assistance as a business guide.

Having secured his outfit he is now ready to begin his course. We might find it profitable to divide this course into four weekly spaces. No. 1, in which to study the best methods of presenting the subject to the one who is being taught; in other words, a space in which to study the theoretical side of the course.

No. 2, in which to familiarize the normalite with ordinary business routine, such as writing out cheques and receipts, sending out accounts, writing business letters, writing newspaper advertisements, circulars, etc., and all else that pertains to this phase of the profession. This will necessitate a familiarity with the use of the typewriter, for without the use of this useful machine the student will be greatly handicapped. As regards his signature, it should be written with a pen, if possible, but as many will find this an impossible task, I would suggest the use of an indelible lead pencil, using the ordinary groove card as a guide.

No. 3. An observation period, the individual or class visiting a room while a first or second grade lesson is being taught, the normalite having first memorized the piece that is to be taught, which, owing to its simplicity, could be done without interfering seriously with the students' regular work. In this way the normalite would observe how teachers must meet and solve difficulties which in many cases they never experience during their own student days.

No. 4. A period in which to teach. It might be well at the beginning for the teacher to masquerade as a pupil, preferably of the dull, ambitionless type, becoming enmeshed in all sorts of errors and entanglements which he knows through his own actual experience are kindred to this type of pupil. In this way he would draw the normalite out, testing his knowledge and insight into the problems of the average child. At the conclusion of the lesson he could assume his proper identity and criticize the faulty methods of the lesson and show how they might have been improved. When sufficient progress has been made the pupil could proceed to the next step, that of giving elementary lessons to sighted children. I say sighted, because after his graduation he will teach sighted children whose instruction differs materially in some respects from that of the sightless child. But you may ask would you not if this plan were followed come into competition with the musical profession? I think this could be avoided by making arrangements with some charitable institution having the care of orphan children, permitting the normalities to give the inmates, who otherwise would receive no musical training, free lessons. It is in this fourth division of practical teaching that the sightless teacher finds himself greatly handicapped. It might be well, therefore, to pause for a brief space in our normalite's course and touch on a few of the difficulties that our group of future teachers must experience because of their lack of sight. I will, therefore, ask and answer a few questions that occur to me because of my own experience.

1. How can one without sight teach a child to read the staff notation? Having first become familiar with the signs and symbols of the staff notation, and having a raised duplicate of the piece or study that is to be taught, I, of course, know what is coming, note for note on the printed page, and can, therefore, explain the shapes and meaning of the various signs just as correctly as though I actually saw them.

2. How can you tell whether the child is looking at the keys instead of keeping his eye focussed on the printed page? The pupil might easily glance down at the keys or elsewhere without my knowing it, but if he persisted in pursuing this practice he will frequently lose his place in the music, which at once proves to me that his eyes could not have been continuously on the page. In this way I am given opportunities to correct this habit.

3. How can you tell whether the pupil is fingering correctly? Again I will frankly admit that it would be possible in certain cases for a pupil to use a wrong form of fingering without my knowing it, but in the vast majority of cases I can readily discern when a passage is fingered incorrectly. For instance, suppose the pupil is playing a passage incorrectly in a slurred phrase, he will almost invariably come to a point where he will be forced to raise the hand, thereby breaking the continuity of the passage and telling me as plainly as if he had said it that he has not been fingering correctly. In a passage where I am dubious as to whether the pupil is fingering correctly I have him name the several fingers as he strikes the notes. Suppose notes interspersed with rests are being played while the sustaining pedal is held down, how can one without sight tell when the keys are let up. I place my hand at the back of the keys, keeping my arm elevated sufficiently high so as to not interfere with the pianist. In this way I am able to tell when the rests are performed.

These are some of the difficulties that the teacher must assist the blind normalite to overcome. The normalite must, of course, possess a keen musical ear, readily detecting mistakes when wrong notes or chords are played, otherwise he will prove a misfit in this line of endeavor. I think better results can be obtained if the normalite memorize his work before teaching it, always having the music at hand to refer to when necessary, as it is practically impossible to keep permanently in one's memory every detail of a large collection of compositions.

Let us now resume our normalite's imaginary course and pass over two years during which his studies have been brought to a successful termination, and he is now ready to use his newly acquired profession as a means of a livelihood. I would deem it wise that he should still receive the assistance of his teacher or some other responsible party in securing a lucrative class. In selecting a field of operations the small town or village is preferable to that of the city, as competition is less keen in the former field than in the latter. I also believe that better results are often obtained in a field away from one's home community. The securing of a class will largely depend on the nature of the field that is being worked. Once our normalite has secured a class it must rest with him to retain old business and gradually work up the class, branching out constantly as new opportunities present themselves.

I realize in closing that the above plan is crude and perhaps not feasible in its entirety, but I believe that a course of teacher-training based on some approved plan should be adopted in every school for the blind, for without it the student leaving school to teach music is laboring under a great disability, and must simply flounder about if he does not utterly fail until bitter experience has shown him the error of many of his first attempts, when he may eventually overcome to some extent the lack of a teacher-training course. I sincerely trust that in the near future



those desiring to teach music may be given the advantage of such a course at our O.S.B. In subsequent visits to the school I have been questioned by pupils who were nearing graduation, who desired to take up this work, but did not know how or where to begin. If given the advantage of such a course our future students will not all leave with a mystified conception of what they are to do, but rather with that feeling of supreme confidence, expressed or unexpressed, that makes for success. "We can because we know we can."

Miss Winifred Davison, who graduated from the school last year and is now a typist in Toronto, read a paper upon office work for the blind, which is here given in full:—

"To the ex-pupils of the Ontario School for the Blind, at their First Reunion, June 30th to July 2nd, 1919.

MR. CHAIRMAN, LADIES, & GENTLEMEN:—

I have been asked to talk to you about the feasibility of office-work as a remunerative occupation for persons without sight; but as I have only been engaged in this sort of work for one year, you will understand that my experience is very limited, and as I have had the privilege of meeting very few blind stenographers, I have not been able to profit by what others have learned. First, let me say that I received all the education I have here at the Ontario School for the Blind, and I am really prouder of this fact than if I had been educated in the finest business college in Canada.

It is only recently that the people of this country have begun to realize that there are various lines of work which can be done without sight. It is only a little over a year since Patterson's here in Brantford allowed girls without sight to go into their factory to wrap chocolate bars; it is only a few months since the firm of Dickson-Wilson, manufacturing druggists in Toronto, began to employ some of our girls in the assembling of their wares; and how proud we all are that in both these cases the girls have been able to make good and to prove to their employers and the public that these things can be done. Many instances might be cited of this newly-awakened confidence in our ability to take our places in the ranks of wage-earners. Society is just finding out that sight is only one sense, and that we still have four senses left, besides a bit of common sense. But I believe now that we are headed in the right direction, and at the rate which work for the blind of Canada has developed throughout the past year we ought soon to lead in this matter instead of follow. And among other opportunities which open up, I am confident there will be positions for stenographers, and stenographers fully competent to hold them.

Some of you will remember a day not so very long ago when we were told that a girl without sight simply could not be a stenographer, and that it would be foolishness to waste our time preparing for positions which we never could secure, and which we could not keep if we did get them. From my experience I have come to the conclusion that there are six qualifications needed by a blind stenographer. Let me first enumerate them in the order of importance in which I believe them to be necessary, and then take them up in detail:—

1st. A keen sense of hearing.

2nd. Ability to use a typewriter.

3rd. A knowledge of the spelling of words used in ordinary conversation and in regular business routine.

- 4th. Practice in the proper use of punctuation marks.
- 5th. Acquaintance with approved business forms.
- 6th. A general public school education.

No doubt you have all heard the riddle, "What is the difference between a minister and a doctor?" the answer to which is, "The minister preaches, but the doctor practises." Well, of course, I am following the minister's example by telling you what I think a stenographer should know, not what I do know.

I mention good hearing as the most essential qualification because I believe the dictaphone to be far superior to Braille shorthand in getting dictation. Leaving the question of sight out of the consideration entirely, the dictaphone saves a great deal of time. The employer may be dictating letters on one record while the stenographer is transcribing letters which he has previously dictated on another record. I might say for the benefit of any one who has never seen a dictaphone that the records are like the cylinder records used on the older Edison gramophones. There are three machines to a dictaphone outfit; the machine to which the letters are dictated, the machine from which they are transcribed, and a shaving machine which removes the top layer of wax after the records have been used, and prepares them to receive fresh dictation. In this way each record may be used nearly one hundred times. All these machines can be operated quite as well without sight as with it. The records should be carefully shaved so that there will be no echo of the previous letters to interfere with the clearness of the next dictation. (I don't suppose you had any idea that I was in the habit of shaving every day now.) There are some of the returned blinded soldiers who use Braille shorthand exclusively in their work. I met one who could take dictation at the rate of one hundred and ten words a minute, and when he graduated from St. Dunstan's could type fifty-four words a minute. But as shorthand is written on narrow paper tape it would consume hundreds of yards to write anything of any considerable length. It has been arranged with contractions for the phrases usually employed in business form letters, and is really only suitable for such. The time allotted for this course at St. Dunstan's is eighteen months, and if a dictaphone can be made available I do not think the results would justify the time which it would be necessary to spend in the acquirement of shorthand. In taking dictation from a dictaphone, which is operated by the foot, the stenographer never needs to lift her fingers from the keys, but can write almost continuously; whereas in transcribing from shorthand notes she must remove her fingers from the keys, find her place in her notes, memorize a portion of the text, then return to the typewriter each time.

The touch system, which is so universally adopted now, makes it as easy for a blind person to use the typewriter as a sighted person. A little attachment has been invented to enable us to erase mistakes if we realize we have made them. However, I think it is safer to have a sighted person review all letters before they go out to detect any errors which may have been caused by incorrect hearing over the dictaphone or any typing errors.

It is more essential for us to have a thorough knowledge of spelling than for the sighted typist, because she may at any time refer to her dictionary. Also she has the advantage in that she sees every day names of streets, names of prominent persons, and advertisements of well-known firms, which we never come across in our limited range of reading. The only way out of this difficulty is to be constantly on the alert, and whenever we hear a name which is not familiar to us, inquire about the spelling of it.

The proper use of punctuation should be easily learned, as it depends entirely on the meaning of the passage and its relation to the rest of the text. This, however, is very important, as lack of punctuation, or incorrect punctuation, would often give the reader an entirely different interpretation from that intended by the writer.

I believe there are two accepted forms for business letters, the block form and the slanting form. It is well to know both as some employers prefer one and some the other.

It is a good thing to have a good general outline of all public school subjects, as they will all be more or less useful in helping to understand the text of correspondence. Sometimes in comparatively unimportant letters the stenographer is given an outline of what the employer wishes to say, and told to frame it up herself; that is where composition is useful. A knowledge of geography is very convenient in addressing envelopes.

It is well to learn the filing system used in any office in which you may be employed as by putting the filing reference on the top of each letter you will greatly convenience the one who does the filing.

Addresses may be written on cards in Braille and kept filed alphabetically in drawers ready for use. It would be very annoying to the sighted members of the office staff to be constantly called upon to look up addresses for the blind stenographer.

Most office paper has a printed letter head at the top which should always be kept turned the one way in the drawer to prevent getting it into the machine upside-down. It is very convenient also to have a measuring-card or some such guide for putting in the paper to prevent writing over the printed letter-head.

Perhaps the most serious handicap from which the blind stenographer suffers is her inability to see what word or letter she has written last. If she allows her thoughts to wander for a second, or her attention to be absorbed by things which are happening, or conversation which is being carried on about her, she is liable to make such confusion in her letter as to make it quite unintelligible to the reader. You will see, therefore, that the closest, most continuous concentration is necessary, which is often very wearisome to the brain and trying to the nerves, especially during the later hours of the afternoon.

If any of you have occasion to call at the office of the Canadian National Institute for the Blind, 36 King Street East, Toronto, while I am there, I shall be only too glad to show you my equipment, or to help you in any way possible. Also, if any of you are thinking of qualifying for stenographic positions, and wish to ask any questions, I shall do my best to answer them."

It was the general feeling of the meeting that an Alumni Association should be formed of the ex-pupils of the Ontario School for the Blind, and different committees were appointed to bring in reports to be submitted for adoption before the members dispersed.

The following was adopted as the Constitution of the Alumni Association of the Ontario School for the Blind:—

**Constitution of the Alumni Association of the Ontario School for the Blind,  
as of July 1st, 1919**

1. This Association shall be known as the Alumni Association of the Ontario School for the Blind.
- 2 Meetings of the Association shall be held biennially.

3. The time of meeting shall be from June 30th to July 2nd inclusive, provided that none of these days be a Sunday. In case a Sunday thus intervenes the period of meeting shall comprise the three days preceding or following that day at the option of the Executive.

4. The place of meeting shall be the Ontario School for the Blind.

5. The officers of the Association shall be:—

(a) An Honorary President who shall be the Superintendent of the Ontario School for the Blind.

(b) A President.

(c) A first Vice-President.

(d) A second Vice-President.

(e) A Secretary-Treasurer.

These officers from (b) to (e) inclusive shall be elected at each meeting of the Association. And, it is further provided that the Secretaryship shall be permanently associated with some member of the staff of the Ontario School for the Blind.

6. The Executive shall consist of the elected officers named in section 5, who shall exercise in the interval between meetings all the powers and prerogatives of the Association as a body.

7. The executive quorum shall consist of three members of the Executive Committee.

8. A quorum of the Association during the period of its meeting shall consist of ten members. In the event of a tie vote the voice of the presiding officer shall decide.

9. Special meetings may be called at the will of the executive or of ten of the members in good standing whose wish shall be indicated in writing and sent to the Secretary. On receipt of such written indication the Executive shall appoint a time and place of meeting, the date being not less than thirty days thereafter.

10. The membership of the Association shall comprise all graduates and ex-pupils of the Ontario School for the Blind.

11. In case any three of the members in good standing become convinced that any member of the Association is conducting himself in such a way as to bring discredit upon the School or the Association, and if they then submit to the Secretary written charges of such, these charges shall be examined by a discipline committee appointed by the Executive, an ex-officio member being the Honorary President of the Association as provided in section 5. This committee shall examine the evidence and shall have full power to render final decision.

12. The objects of the Association shall be:—

(a) To afford regular opportunities for reunions of the former pupils of the Ontario School for the Blind.

(b) To offer a programme at such reunions consisting of papers, addresses, and discussions on problems confronting the members of the Association in their chosen callings.

(c) To further in every way the welfare of the Ontario School for the Blind and its pupils, and to open and maintain a channel of cordial intercourse between the school administration and the graduates and ex-pupils.

13. Amendments to this constitution shall require the support of two-thirds of the members of the Association present at the time of voting thereon, and it is



further provided that proposed amendments must be submitted in writing to the Secretary on the first day of general reunion, but that they shall not be voted upon till the last day of such reunion, in order that ample time may be given for careful consideration.

The Committee on Resolutions brought in the following report, which was adopted:—

**Resolutions of the Alumni of the Ontario School for the Blind, July 1st, 1919**

1. Resolved that the hearty thanks of the graduates and ex-pupils of the Ontario School for the Blind, assembled in reunion be extended to Mr. Race the Superintendent, and his staff, for their kindness and courtesy on this occasion, and that the fullest confidence he expressed in the present policy of the School Management, which must, if adhered to, result in very marked progress in the education of the blind of this province, and that a copy of this resolution be forwarded to the Premier of Ontario and the Minister of Education.

2. Resolved that due and sincere acknowledgment be made to the Government of the Province of Ontario (and in particular to the Department of Education) for its co-operation with the Superintendent and Alumni of the Ontario School for the Blind in making this reunion a complete success, and in thus opening a new and fortunate epoch in the history, both of the School and its Alumni.

3. Resolved that whereas the blind require to be much more carefully educated than the sighted, that they should be brought into close and intimate touch with life and its manifold aspects, both in and out of the class-room (public lecture courses, museums, concerts, etc.), and since such advantages can only be found in their fullest perfection in a large city, be it therefore resolved that it is the sense of the Alumni Association of the Ontario School of the Blind that their alma mater should, at the earliest convenient opportunity be transferred to some metropolitan centre, and that the present buildings and equipment of the Ontario School for the Blind be devoted to other purposes (such as the extension of the work for the feeble minded) as necessity or policy may dictate, and that the Government of the province of Ontario be respectfully urged to give serious consideration to the course herein advised.

4. Resolved that the railway expenses for the next meeting of the Alumni be pooled so as to equalize the expenditure of reaching the alma mater within the boundaries of Ontario.

5. Resolved that the school be requested to consider the adoption of methods in the direction of educating the parents in the treatment of blind children.

6. Resolved that the management be requested to establish museums of models, materials, and common objects of every-day experience so as to furnish concrete illustrations to the students as their education progresses.

7. Resolved that a summer term be introduced so that ex-pupils could take advantage of a few lessons in lines that through the year have been found confusing.

L. Gulbrandsen,  
R. H. Stewart.  
Louise A. Deschenes (Sec.).

The Nominating Committee submitted a report giving the following names as officers for the next two years, which was adopted:—

F. W. Johnston, *President*.  
Mrs. Isabelle Shaw, *2nd Vice-President*.

W. G. Raymond, *1st Vice-President*.  
W. B. Donkin, *Secretary-Treasurer*.

The following are the names and addresses of all who registered as attending the reunion:—

**Ex-Pupils Who Registered at the Reunion, Ontario School for the Blind,  
June 30th to July 1st, 1919**

**MALES.**

Ainslie, J. D., Leamington, Ont.

Barnett, William, 354 Wellington Street,  
Toronto.

Barton, Gustavus, Girvin, Sask.  
Baylis, Henry W., 21 Brookfield Avenue,  
Toronto.  
Boyer, Fred J., Port Colborne, Ont.

Ex-Pupils Who Registered at the Reunion, Ontario School for the Blind,  
June 30th to July 1st, 1919.—Continued.

MALES.

Brock, Isaac, Wyevale, Ont.  
Burke, E., 65 Stafford St., Toronto.  
Burns, J. H., Minden, Ont.  
Chapman, Oswald, Rossean, Muskoka.  
Colby, E., 49 Princess St., Stratford, Ont.  
Cookson, Thos., 821 Gerrard St., Toronto.  
Curtis, Arthur, Merlin, Ont.  
Derbyshire, Byron, 341 Lauder Ave.,  
Toronto.  
Diamond, Ed., Lansing, Ont.  
Duff, Charles, Niagara Falls, Ont.  
Dyce, D. A., Hambly Ave., Toronto.  
Elnor, Harold, 111 Cumberland St.,  
Toronto.  
Gates, H., 115 Gothic Ave., Toronto.  
Gifford, Harvey, 121 Spadina Avenue,  
Toronto.  
Goltz, G., 354 Wellington St., Toronto.  
Gray, E. J., 557 Talbot St., St. Thomas.  
Gulbrandsen, L., 141 Perey St., Ottawa.  
Harvey, W. C., 16 Elmwood Ave., Toronto.  
Higgins, Thomas, 27 St. Clarens Ave.,  
Toronto.  
Hoffman, William, Stony Creek, Ont.  
Hotrum, J. C., 417 Catharine St. N.,  
Hamilton.  
Humphreys, C., Guelph, Ont.  
Johnston, F. W., 311 Jarvis St. Toronto.  
Keiser Albert J., 14 Northumberland St.,  
Guelph, Ont.  
Kennedy, Ed., 52 Cooper St., Ottawa.  
Kennedy, T. B., Hambourg Conservatory  
of Music, Toronto,  
Kenny, C. H., Dunnville, Ont.  
Knapp, I. L., Walkerville, Ont.  
Leppard, Sandford, 222 Beatrice St.,  
Toronto.  
Lemon, C. W., Grandview, Ont.

Lott, Albert, Brussels, Ont.  
McArthur, Geo., 422 Lake Front, Toronto.  
McDonald, Archie, 83 Anne St., Toronto.  
McDermid, R. G., Nottawa, Ont.  
Murray, John, 122 Sherbourne St.,  
Toronto.  
Patterson, Clifford, 54 West Ave., N.,  
Hamilton.  
Prittie, S. J., Kerwood, Ont.  
Rafter, Rixon, Arthur, Ont.  
Rankin, James, 121 Spadina Avenue,  
Toronto.  
Raymond, W. G., 77 Peel St., Brantford.  
Reinhart, A., Mildmay, Ontario.  
Reis, Walter, 181 George St., Toronto.  
Richardson, R. J., 39 Pembroke St.,  
Toronto.  
Rigg, William, 39 Pembroke St., Toronto.  
Roberts, Roger, 61 St. Andrews St., Strat-  
ford.  
Robertson, Guy C., 50 McMurray Street,  
Toronto.  
Sheppard, E.W., 197 Western Avenue,  
Toronto.  
Skinkle, George, Warkworth, Ont.  
Steele, Fred, 39 Pembroke St., Toronto.  
Stuart, R. H., Hamilton, Ont.  
Stokes, Walter, 39 Pembroke St., Toronto.  
Swift, S. C., 678 Spadina Ave., Toronto.  
Thompson, Alfred, 14 Pansy Ave., Ottawa.  
Thompson, J., 1269 Dundas St., Toronto.  
Thompson, W. G., 651 Church St.,  
Toronto.  
Treneer, Herbert C., 264 Hunter St.,  
Peterboro', Ont.  
West, Lionel, 126 Chalmers St., Galt.  
Wigle, S. W., Kingsville, Ont.

FEMALES.

Baylis, Mrs. F. W., 21 Brookfield Ave.,  
Toronto.  
Bell-Smith, Miss A., 336 Jarvis St.,  
Toronto.  
Brothers, Mrs. Fanny, Strathroy, Ont.  
Burns, Miss, Minden, Ont.  
Carson, Miss Delia, Brantford, Ont.  
Catling, Miss Nellie, 240 Dalhousie St.,  
Brantford.  
Common, Miss Annie, 740 Oak St., Galt.  
Common, Miss Mary, 740 Oak St., Galt.  
Crawford, Miss Annie, R.R. 1, Strathroy.  
Cuneo, Miss Mary, 60 Tecumseh St.,  
Toronto.  
Curry, Miss Catharine, 728 Ontario St.,  
Toronto.  
Davidovitz, Miss Esther, 146 Walnut St.,  
Hamilton.  
Davison, Miss Winnie, 12 Orde St.,  
Toronto.  
Deschenes, Miss Louise, Cobalt, Ont.  
Dickson, Miss Julia, 43 Lindsay Avenue,  
Toronto.  
Eagen, Miss Bertha, 30 Madison Avenue,  
Toronto.  
Gage, Mrs. C., 441 King William St.,  
Hamilton.  
Halford, Miss Nettie, 1139 E. 114th St.,  
Cleveland, Ohio.  
Haynes, Miss Kate, 12 Orde St., Toronto.  
Hinman, Miss Annie, R.R. 2, Colborne.  
Honor, Miss Florence, Burford, Ont.

**Ex-Pupils Who Registered at the Reunion, Ontario School for the Blind,  
June 30th to July 1st, 1919.—Continued.**

**FEMALES**

Knight, Miss Grace, Apt. 3, 887 Louisa St., Ottawa.	Prittie, Miss Mary, Strathroy, Ont.
Lammie, Mrs. Wm., Hensall, Ont.	Rooke, Miss Emma, 42 Wellington St. W., Toronto.
Lemon, Mrs. C. W., Grandview, Ontario.	Routley, Miss Elsie, 21 Mount Stephen St., Toronto.
McArthur, Mrs. Geo., 422 Lake Front, Toronto.	Rusk, Miss Elizabeth, R.R. 1, Annan, Ont.
McCabe, Mrs., 83 Vittoria St., Ottawa.	Sage, Miss Edna, 429 Pall Mall St., Lon- don.
MacCallum, Miss L., Wallacetown, Ont.	Sage, Miss Verna, 429 Pall Mall Street, London.
McDonald, Mrs. Archie, 83 Anne St., Toronto.	Sharp, Miss Sarah, Teeswater, Ont.
McMahon, Mrs. Allan, Canfield, Ont.	Stabback, Miss Maud, Beaverton, Ont.
Meehan, Miss Laura, 595 Markham St., Toronto.	Stephenson, Miss Ethel, 364 Marks St. Peterboro'.
Morin, Mrs. 115 Bay St. N., Hamilton.	Stuart, Mrs. R. H., Hamilton, Ont.
Muir, Miss Jennie, 12 Orde St., Toronto.	Sullivan, Miss K., 509 Hughson Street, Hamilton.
Munro, Miss Isabelle, 893 Bloor St. W., Toronto.	Switzer, Miss Minnie, 214 Delaware Ave., Toronto.
Murray, Dr. A. R., Walkerton, Ont.	Wilcox, Miss Kate, 196 Riverdale Ave., Toronto.
Murray, Miss Jean, 68 Bloor St. W., Toronto.	Williamson, Miss Sarah J., R.R. 1, York.
Park, Miss Agnes, 259 Rusholme Rd., Toronto.	Wright, Miss Ella, Harrow, Ont.
Peters, Mrs. 47 Chatham St., Hamilton.	Wright, Miss Elsie, St. Catharines, Ont.
Prittie, Miss Carrie, Strathroy, Ont.	Young, Miss Mand, 20 Grove Ave., Toronto.

**Convention in Toronto**

The Biennial Convention of the American Association of Workers for the Blind was held for the first time in Canada in June, on the invitation of the Canadian National Institute for the Blind. The sessions were held in the Physics Building of the University of Toronto, and the delegates were housed in the University Residences, getting their meals in Burwash Hall. The distance between the Physics Building and the Residences made it somewhat difficult for the visitors to get together for after-session informal conferences, and as the city was in the throes of a street car strike, it was impossible for them to take in the city as fully as they would have liked. It was a matter of general regret to all Canadians that our visitors from so many parts of the American Union, both near and remote, were thus prevented from enjoying to the full the sight-seeing trips which had been arranged. They all took the keenest interest, however, in hearing about the magnificent group of University buildings in the midst of which they were spending their first visit to Canada, and much surprise was expressed at their extent.

The Hon. Dr. Cody opened the proceedings with an address of welcome, in which he made a happy reference to the fact that so many were representatives of a land which was allied with our own in the great war. He spoke of his interest in the problems of the blind, awakened by his association with the Ontario School for the Blind, and expressed the hope that the convention would be a pleasant and profitable one.

Mr. H. R. Latimer, of Baltimore, in a felicitous acknowledgment, thanked Dr. Cody on behalf of the delegates for the warmth of his welcome, and stated that they would avail themselves of the privilege of *walking* about the beautiful city of Toronto.

Mr. C. W. Holmes, Director of the C.N.I.B., then opened the meeting in his capacity of President, and the papers read and the discussions following them dealt with many questions which have been challenging the attention of the workers of the blind for some years.

One of the features of the convention was the banquet given in the King Edward Hotel to all the delegates, by Mr. C. W. Lindsay, of Montreal. Mr. Lindsay is one of the very successful blind Canadians who has made a name for himself in the business world. His name is known widely as head of one of the largest piano warerrooms in Canada. His plain, common-sense business talk, and his common-sense way of dealing with the difficulties facing the blind were duly appreciated and applauded.

#### Visits to Other Schools

During the year I paid a short visit to three well-known schools for the blind situated in Halifax, Boston, and Baltimore.

The school at Halifax is located in a splendid section of the city, and is an imposing structure from an architectural standpoint. The grounds are not very spacious, but what there is is used to the best advantage. The main building is used to house the pupils, as there are no separate dormitories. The school is connected with the main building by an enclosed wide corridor, which also serves as a conservatory, and forms one of the most attractive features of the place. The well appointed assembly hall is made frequent use of by various organizations of the city for holding public meetings. On such occasions the pupils of the school are permitted to listen to the addresses from seats in the wings which are so arranged that excepting for such a purpose they are considered no part of the room proper. The pupils and teachers of the school are thus enabled to hear with no inconvenience and at no cost, discourses by public men of the city and elsewhere, which cannot help but round out their education in the school.

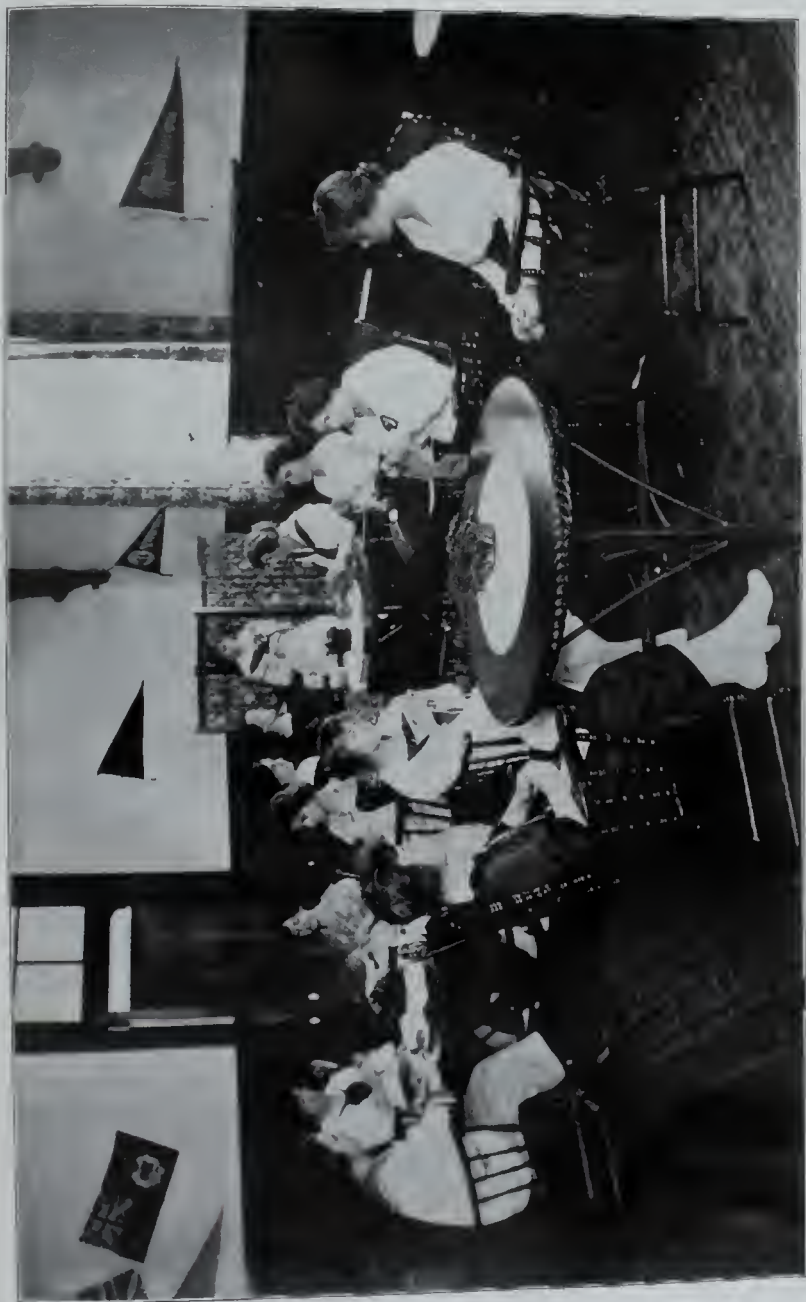
The school has attained its reputation through the personality and outstanding genius of its present Superintendent, Sir Frederick Fraser, who has long been a conspicuous figure among the educators of the blind. Losing his eyesight just as he was entering upon the threshold of manhood, Sir Frederick has since devoted his life to alleviating the difficulties of those similarly situated, and his own fortitude and healthful optimism have done much to place his school in the foremost ranks of the institutions for the blind on this continent.

This is the only school in America where the British Braille is used, and the text-books and reading matter are obtained directly from England. It is fortunate in having no problem in changing over from one system to the other.

The Perkins' Institute is situated at Watertown, a suburb of Boston, and is built on the cottage system. The pupils are divided into groups of about twenty, which are assigned to separate cottages, where they live as one family under the supervision of house mothers. Teachers and pupils in each cottage look after their own rooms and do much of the work pertaining to the home. The boys' cottages are on one side of the main school building, and the girls' on the other, and they are taught in separate classes, meeting only in the chapel for morning devotions, and later in the Assembly Hall for choral work.

The institute as a whole was designed on generous lines, and the spacious grounds and artistic grouping of the buildings form an ideal model for a school for the blind, and the situation leaves nothing to be desired, the St. Charles River flowing past and forming an excellent outlook from many points. The director, Mr.





The Girls' Sitting Room, O.S.B.

Edward E. Allen, was previously associated with the school at Overbrook, and is rated as the dean among educators of the blind on this continent.

The school in Baltimore combines the cottage system with the group system, and is admirably arranged for the convenience of the pupils in the class-rooms, dining-rooms, and sitting-rooms. The attendance is smaller than in Boston. At some distance from the main group of buildings are separate quarters for the colored blind, of whom there are about forty in attendance. The site is a new one and the grounds are not yet in permanent shape.

At Evergreen I visited the blinded soldiers, and was much impressed with the provision made for their education, training and comfort. The grounds are very spacious and a more ideal location for the purpose could not be imagined. The American Government pays each blinded soldier a pension of one hundred dollars a month, with an extra disability payment of fifty-seven dollars and fifty cents per month. This generous allowance has enabled many of them to settle down comfortably in homes of their own after receiving the training which the place affords.

### Entertainments

The following account of the June concert is taken from the *Brantford Expositor*:—

#### GOOD PROGRAMME

Another year closed last night for the Institute of the Blind, and another group of students has been prepared to take their place among seeing people with the best equipment possible for them. The annual concert was given by the pupils, and old friends and new attended and listened with enjoyment to the music and recitations that were given by the boys and girls.

Grouped on the stage in tiers at either side, the pupils taking part acted as though perfectly at home, and they appeared to be perfectly contented. Principal W. B. Race has made it his policy to induce the students to find their way about as much as possible, and the training they received in this way was very apparent in the movements of the children last night. Very few of them had to be given a guiding hand.

Principal Race gave a short address at the opening of the programme, speaking of the work of the pupils and offering encouragement to those who were leaving. He said the school would always be ready to help them in any difficulty.

Miss Killmaster and Miss Harrington were well honored by the work of their pupils last night. The singing and the piano work were both very fine and showed careful training. It is remarkable that many pupils who are blind have special talent for music, the loss of one faculty seeming to sharpen the power of the others.

Very excellent were the selections given by the choral class. They did part singing that was very effective. "On His Majesty's Service" was their opening number, the girls also sang "Madrigal" and "Serenade to Summer," and the whole choral class gave "When My Ships Come Sailing Home."

A splendid piano quartette "Fest Overture," by Leutner, was given by Mary O'Neill, Alma Brunsden, William Metcalf and Aloysius Petrie. Their technical exhibition was very commendable. Greta Lammie and Blanche Kaufman played "Sextette from Lucia," arranged for two violins, with very pleasing effect, and Helen Webster was very good when she sang "An Open Secret," as a vocal solo.

Little Master Kenneth Young used his little voice and showed the power of his memory, reciting Jas. Whitcomb Riley's poem, "Prior to Miss Bell's Appearance." Everyone in the hall enjoyed Kenneth.

The results of study and training were shown in the piano solos "Etude de Concert," by Mary O'Neill, "Valse de Concert," by Kathryn Sells, and "March and Presto from Concertstuck," by Susan Miller. A piano duo, Gorla's "March Triumphant," was played by Kathryn Sells and Blanche Kaufman in good style.

Gladys Slay's recitation, Robert Service's "Fleurette," was entertaining and well done, and Agnes MacGillivray sang "My Laddie" very sweetly.

Four boys, Gordon Anthony, Melville Salter, William Metcalfe and Walter Garlick were much enjoyed in a quartette number, "Far Away in the South," and a very well-arranged number was a Saint-Saens Serenade arranged for two violins, piano and organ.

Such a selection has rarely been attempted by the pupils, and the results were entirely pleasing. Those taking part were Greta Lammie, Miss Jones, Susan Miller and Kathryn Sells.

The programme was suitably arranged and balanced, and the audience were impressed as much by the appearance and actions of the children as by their arranged performances.

The critic of the Brantford *Expositor* asked for an opportunity to hear and judge of the musical talents of our pupils, and the following report published in that journal will be interesting to many:—

### THE SONGS OF THE SIGHTLESS.

#### HAVE THEY A NEW MESSAGE FOR THE WORLD?

We too often count our gifts by the numbers of them. If we estimated them by the depth of worth, we should realize how little the non-seeing need envy their one-more-gifted neighbors.

Principal Race's pupils do everything that others do, except see. They do some things better than the seeing, and apparently they do these things with at least equal ease. These are they that overcome, who in the mastery of deprivation make conquests and win victories that the seeing might envy. "To him that overcometh I will give to eat of the tree of life."

The Ontario School for the Blind is filled, flooded, bubbling over with life, joy, happiness.

But this sketch must not concern itself with the many activities going on in happy orderly progression everywhere at the Institute, nor the many calls on the principal to see this accomplishment or that—the work at the woodpile, the outdoor racing, the busy typewriters, the hundred and one accomplishments that carry on here with even surer dexterity and energy and goodwill than elsewhere. For this is a record of an evening spent among the Blind School musicians, when the *Expositor* man listened to the songs of the sightless and came in close touch with the musical mentality of those to whom music is a recreation and a re-creation, a diversion and a tonic, an inspiration and a revelation.

Promptly at seven o'clock on last Tuesday evening about 50 young people assembled in the music room and under direction of Miss Killmaster, the instructor, rendered chorus, part-song, solo and instrumental selection with marked skill and unusual insight. The manner was masterly, from the simplest child-solo to the finished work of the most accomplished pianist. Every word spoken was spoken to be heard, clear in enunciation, perfectly articulated and aptly phrased. The tones in the concerted numbers were full, clear and absolutely true, the attack was, on the whole, commendable. Quite a young child sang a simple song most effectively. Her voice is full of color, truth and sympathy. Under the careful training of Miss Killmaster she should go far as a solo soprano; she is the most promising of a most promising group of girl songsters. This is said with no belittlement of the elder young ladies who contributed most excellent numbers, nor is it said in forgetfulness of the swinging, lilting songs the lads supplied with a gusto and earnestness resultant of energy and enjoyment.

There was the wonder of this musical evening—the contributors enjoyed it so immensely that it was not possible for the pleased hearers to exceed the pleasure the former felt.

Another gratifying feature of the O.S.B. singing was its naturalness. The choristers did not open the workshop and make exhibit of the tools; they were not overburdened by a desire to make manifest their attainments. They just sang and played, as the birds sing, because they wanted to make music. And—they made it; every one of them in manner that would have been worthy of the best efforts of the best choir in this city. In many respects in the concerted numbers especially, no one choir in the city can claim to be their equal.

The instrumentalists also were worthy of high praise, each contributing numbers that were marvels of dexterity and understanding, and the pretty violin obligatos were particularly helpful, very true, and well-chosen.

During a rest period for the choir the entertained became the entertainers, and the young people listened with marked attention and faces ablaze with keen appreciation and understanding, to a talk on "The Music of the Future." The claim that all speech is in greater or less degree music and that music is a kind of speech; and the commitment to their safe-keeping of the thought that by music much most illusive and exalted thought may be expressed and re-presented, appealed to them; and the response gave promise and hope for the future.

Perhaps the happiest half-hour of all was spent when Principal Race, Miss Killmaster and several of her advanced pupil-teachers and pupils and the *Expositor* man met in conference for the exchange of thought, Miss Killmaster had certainly started her pupils along the high-road to real musical attainment. Soon each and all were telling experiences, expressing emotions, recording hopes—dreaming dreams musically as music-lovers only may. As a result, this became certain, that the non-seeing do think and feel and know the inner meaning of melodies and harmonies in degree far greater than the so-called seeing do. "Yes; we do hear harmonies, and know that they are but one, not many. Music does speak to us and tell us things we could not otherwise learn. We regret sometimes the slow process by which we must add to our musical vocabulary, but we do see that we have this in compensation, namely that we are less susceptible to distraction and more sure of results." That, condensed, is the story these pupils told—a brave, hopeful, happy, triumphant story, not easily forgotten.

And far into the night, long, long hours after, this thought rang in the ears of the *Expositor* man, that no man knows all of music that may be known of its service to man, or the deep heart story it is sent to tell until he has heard the songs of the sightless and tried to read aright the new message they have for the world.

Some day, perhaps, he will try to re-tell that story. To-night it is but a sweet, glad strain, from out of the woodlands filled with joy-throated birds. Just a tone or two of pathos is there beautifully blending with deep triumphant under-tones. One remembers dear little Paul Dombey by the Sea Shore. He also in the wave-wash and the swirling white-cap heard speech that was unspeakable. But the glory of it is this that those who heard the O.S.B. choristers, do know, as Paul Dombey knew, that they, the sightless, are singing something to the world—some deep truth, all unconsciously, which one day we shall really hear and hearing shall understand.

#### Date of School Opening

The term will re-open Wednesday, September 22nd, of this year (1920), and the attention of the parents is drawn to the fact that pupils should not be permitted to return to the school without an adequate supply of clothing. It is not to be expected that sturdy boys and girls can go through the school year from September to June with only one suit of clothes and one pair of boots.

The following list is intended to draw attention to the articles of clothing needed, and it is also urged that each article be plainly marked so that there will be no danger of loss in the laundry:—

#### Girl's List

All articles to be marked with name, and all articles to be in good condition.

- |                                     |                              |
|-------------------------------------|------------------------------|
| 4 Middles.                          | 1 Pair rubbers.              |
| 2 Skirts, dark and of good quality. | 2 Pairs shoes.               |
| 1 Sunday dress.                     | 1 Cap.                       |
| 3 Undervests.                       | 1 Pair of gloves for winter. |
| 3 Vests.                            | Comb and brush.              |
| 3 Pairs of drawers.                 | Toothbrush.                  |
| 2 Dark petticoats.                  | Kimona.                      |
| 1 Light petticoat.                  | 6 Handkerchiefs.             |
| 3 Nightdresses.                     | Slippers.                    |
| 3 Pairs of stockings.               | Extra shoelaces.             |

#### Boy's List

All articles to be marked with name, and all articles to be in good condition.

- |  |                    |
|--|--------------------|
| 1 Suit for Sunday.                                       | 2 Nightshirts.     |
| 2 Extra pairs of pants.                                  | Suspenders.        |
| 1 Overcoat.  | 1 Pair of mittens. |
| 2 Light blouses (to be made with collar and waist band). | Neckties.          |
| 2 Dark blouses.  | 6 Handkerchiefs.   |
| 3 Suits of underwear.                                    | 1 Toothbrush.      |
| 6 Pairs of stockings or socks.                           | 1 Comb and brush.  |
| 2 Pairs of boots.  | 2 Caps.            |
| 1 Pair of rubbers.                                       | 2 Wash cloths.     |
| 2 Sweater coats.   | Extra shoelaces.   |



PHYSICIAN'S REPORT

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR, I have the honour to present my report for the year ending October 31st, 1919.

November 1st, 1918, found our School suffering severely from the prevailing epidemic of influenza. Some details were given in my last report, and it is very gratifying to state that our good fortune continued throughout the siege and no deaths were recorded.

Throughout the winter the health of pupils and staff was not abnormal. The hospital with Miss Wright, our professional nurse, in charge, continues to be an unlimited benefit to the children.

In September, 1919, the students and staff returned with few exceptions in fine health. The exceptions came from the Western Provinces. Two or three children came who should not have left the care of their parents. These were in due time returned to their homes, where they can be taken care of until they develop sufficiently to be able to take advantage of the school.

Recently two cases of scarlet fever developed on the boys' side. They were in turn immediately transferred to the isolation at the General Hospital. Both are now doing well.

To-day a male student developed mumps. In this case the disease was contracted during the Christmas holidays while at home.

This is one of the unfortunate accidents which will continue to occur as long as the natural but important practice continues of having a break in the school year during the winter months.

Owing to the prevailing epidemic of smallpox in Toronto, it was deemed advisable to have a general vaccination. I would suggest that a rule be made that in future all students be vaccinated before becoming enrolled as students.

I have the honour to be

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, January 10th, 1920.

TO THE HONOURABLE H. J. CODY, M.A., D.D., LL.D.  
*Minister of Education for Ontario.*

SIR,—I have the honour of presenting my report on the work accomplished in the Music Department of the Ontario School for the Blind, Brantford, during the past academic year.

The examinations to which this report alludes were held on June 5th and 6th; the subjects included Piano, Violin, Organ, Solo and Chorus Singing, and the Theory of Music (Rudiments, Harmony, Counterpoint, History, and Form).

*Piano*.—Six candidates were examined in the Elementary Grade—all were satisfactory, one gaining honours.

The five students in the Primary Section were promising young performers—two of these gained first-class honours.

In the Junior Division two passed and one reached the honour standard.

In the Intermediate Grade four passed and two obtained honours.

In the Diploma (Licentiate) Examination, two passed—one with honours.

I was much impressed with the uniform excellence shown by practically all the twenty-one students in Piano study. The advance that has been made during the past year from both the interpretative and technical standpoints is most marked.

The Musieal Directress (Miss J. Killmaster), Miss Harrington and Miss Smyth are to be congratulated on the excellent results attained in this most important branch of musical study.

*Violin*.—Of the two pupils presented for examination, one (junior) passed with honours and one (primary) passed.

The standard of performance was considerably higher than in previous years. The bowing and phrasing were good. Miss Jones deserves much commendation for the progress that has been made.

*Solo-Singing*.—Six pupils were examined. In the Primary Grade one passed; in the Junior Grade two passed—one gaining honours; in the Intermediate two passed—one with honours; in the Licentiate (Diploma) Grade one passed.

There is a vast improvement in the solo-singing class. The very important matter of voice-production is receiving more and better attention than heretofore. This was shown especially in the younger voices.

The clear enunciation and correctness of pronunciation in the selected songs and arias were evidences of the careful training given by Miss Killmaster.

*Theory*.—I examined a "Rudiments" Class of sixteen, viva voce, with most satisfactory results.

Eleven Junior pupils wrote on Rudiments and Elementary Harmony: two gained first-class honours: four were given second-class honours, four passed, and one failed.

Both of these promising classes are under the able tuition of Miss Jones.

Four senior pupils wrote on Harmony, Counterpoint, History, and Form; one reached the first-class honours' standard and three obtained second-class honours. All were prepared by Miss Killmaster.

Two pupils worked a special paper on Musical History and Musieal Form—one gained honours and the other failed.

I would suggest that Musical History and the development of Musieal Form should be taught by means of lectures—practically illustrated by teachers and students on the Piano, Organ, or Violin. The illustrations should be selected from the best ancient, mediæval and modern composers' works. The evolution of the Art of Music would be better understood if presented in such a manner to the receptive young minds of the O.S.B. students.

*Organ*.—Three promising students of the Organ performed several pieces with good phrasing and with intelligence.

*Choral Class*.—This class consists of thirty-five voices of good quality—twenty-two sopranos and contraltos and thirteen tenors and basses.

The full chorus sang several part songs by well-known British composers in

a highly creditable way. The sopranos and contraltos performed two unaccompanied numbers with charming effect.

The great improvement shown in diction, in tone-quality, and in expression alike, reflect the greatest possible credit on the Conductor (Miss Killmaster), and on the keenly interested pupils.

*Piano-Tuning.*—This class is doing solid, excellent work under the guidance of Mr. Ansell.

I was much impressed with the good discipline and system that prevailed in the Tuning Class.

I understand that several students have recently been appointed to good positions in Piano Factories of prominence, at salaries ranging from \$800 down.

In conclusion I should like to again congratulate the accomplished principal, Mr. W. B. Race, and the Music Department Staff on the real progress made during the past year.

I have the honour to be,

Sir,

Yours obediently,

ALBERT HAM,

Mus. Doc., F.R.C.O.

Toronto, June 16th, 1919.

# OCULIST'S REPORT

TO THE HONOURABLE R. H. GRANT, M.P.P.,

*Minister of Education.*

SIR,—I have the honor to report the results of the examination of the pupils' eyes for the year 1919.

	Males	Females	Total
Total number of pupils examined.....	57	35	92
Examined for first time .....	12	10	22
Examined on previous occasions.....	45	25	70

A few pupils without eyes or on the sick list were not examined.

It seems unnecessary to repeat the classification of eye diseases of all the pupils as given in detail last year, but rather advisable to dwell more on the condition of the pupils entering the school for the first time this year.

There are twenty-two new pupils this year as compared with seventeen last year, and the condition of their sight, with a few exceptions, very bad.

	Males	Females	Total
Without perception of light in either eye.....	1	3	4
Perception of light in one eye, none in the other .....	2	.....	2
Perception of light in both eyes.....	2	3	5
Limited objective vision in one eye .....	5	1	6
Limited objective vision in both eyes .....	2	3	5
	12	10	22

Of those with limited objective vision none has sufficient sight to enable him to get his education at a public school; while all in the first three divisions of the above classification can only be educated by the methods adapted for the blind.

Age of pupil on entering school	Age at which sight was lost	Cause
7 .....	Born blind .....	Cataract.
8 .....	" " .....	"
10 .....	" " .....	Optic atrophy.
22 .....	" " .....	Cataract.
9 .....	In 1st year .....	Ophthalmia Neonatorum.
11 .....	" " .....	Optic atrophy (Hydrocephalus)
12 .....	" " .....	Ophthalmia Neonatorum.
13 .....	" " .....	Cataract.
14 .....	" " .....	Ophthalmia Neonatorum.
6 .....	In 2nd year .....	Said to be from Measles
7 .....	In 4th year .....	Retinitis Pigmentosa.
11 .....	" " .....	Optic atrophy.
14 .....	In 5th year .....	Chorioiditis.
16 .....	In 7th year .....	Optic atrophy.
9 .....	In 8th year .....	Optic atrophy (brain tumor)
10 .....	In 9th year .....	Chorio-retinitis.
13 .....	" " .....	Dynamite explosion.
18 .....	In 11th year .....	Accident to right eye, sympathetic ophthalmia in left.
18 .....	In 13th year .....	Ulcers of right, rupture of left.
17 .....	In 14th year .....	Tuberculous keratitis.
19 .....	" " .....	Iritis.
20 .....	In 15th year .....	Optic atrophy.

A few of the pupils examined on previous occasions show a lamentable depreciation in what sight they had. One boy in particular with a high degree of Myopia had a detachment of the retina occur in his only useful eye, reducing his sight badly. This we tried to restore by the usual methods, but with indifferent success. On the other hand some showed slight improvement, while forty-four of the seventy showed no change.

There were a few acute troubles in the eyes and ears requiring attention during the year, but thanks to the presence of a skilled nurse in the school who could properly carry out the prescribed treatment they were quickly put right with no serious results.

Respectfully submitted,

B. C. BELL.

Brantford, Ontario, December 18th, 1919.

**LITERARY EXAMINER'S REPORT**

TO THE HONOURABLE H. J. CODY, M.A., D.D., LL.D.,  
*Minister of Education.*

SIR.—Herewith I beg to submit my report as Literary Examiner at The Ontario School for the Blind, for the year 1919.

**Changes in Staff**

Since last visit, Misses Radcliffe and Kavanagh have resigned and there have been added to the regular staff, Misses Magnire, Moffat and Summerby, and Miss Patterson as assistant in the Kindergarten.

**Organization and Equipment**

During the past year, the equipment in the school has been materially improved and increased with the result that more work has been accomplished. The most notable improvement, however, has been in the organization of the classes. For the pupils who passed the Entrance examination in June 1918, a class has been formed in which Lower School work has been taken up by Mr. Cole and Miss Summerby. The other classes in the school have been more carefully graded and the number of pupils per grade reduced, with the result that more efficient work is being done. I understand from Principal Race, that the double desks now in use are to be replaced by single ones, which will obviously improve conditions.

**Miss Summerby's Classes**

The pupils of this grade, were examined in Arithmetic, Literature, Spelling, History, Grammar, Geometry, Algebra and Physical Work.

In Algebra and Geometry the amount of work covered was necessarily somewhat limited, but the pupils were very much interested and quite conversant with the work as far as they had gone.

In Arithmetic the work was confined largely to operations in decimals and problems based on percentage, the work of the pupils being very satisfactory.

In Literature, the pupils had covered about one hundred pages in the Ontario reader and a Shakesperian play, and showed that they appreciated and understood what they had read.

In History, they had progressed as far as the time of Gladstone and were quite familiar with the general details of the history to that date.

In Grammar, they had become quite proficient in analysis, parsing, and the history of the English language.

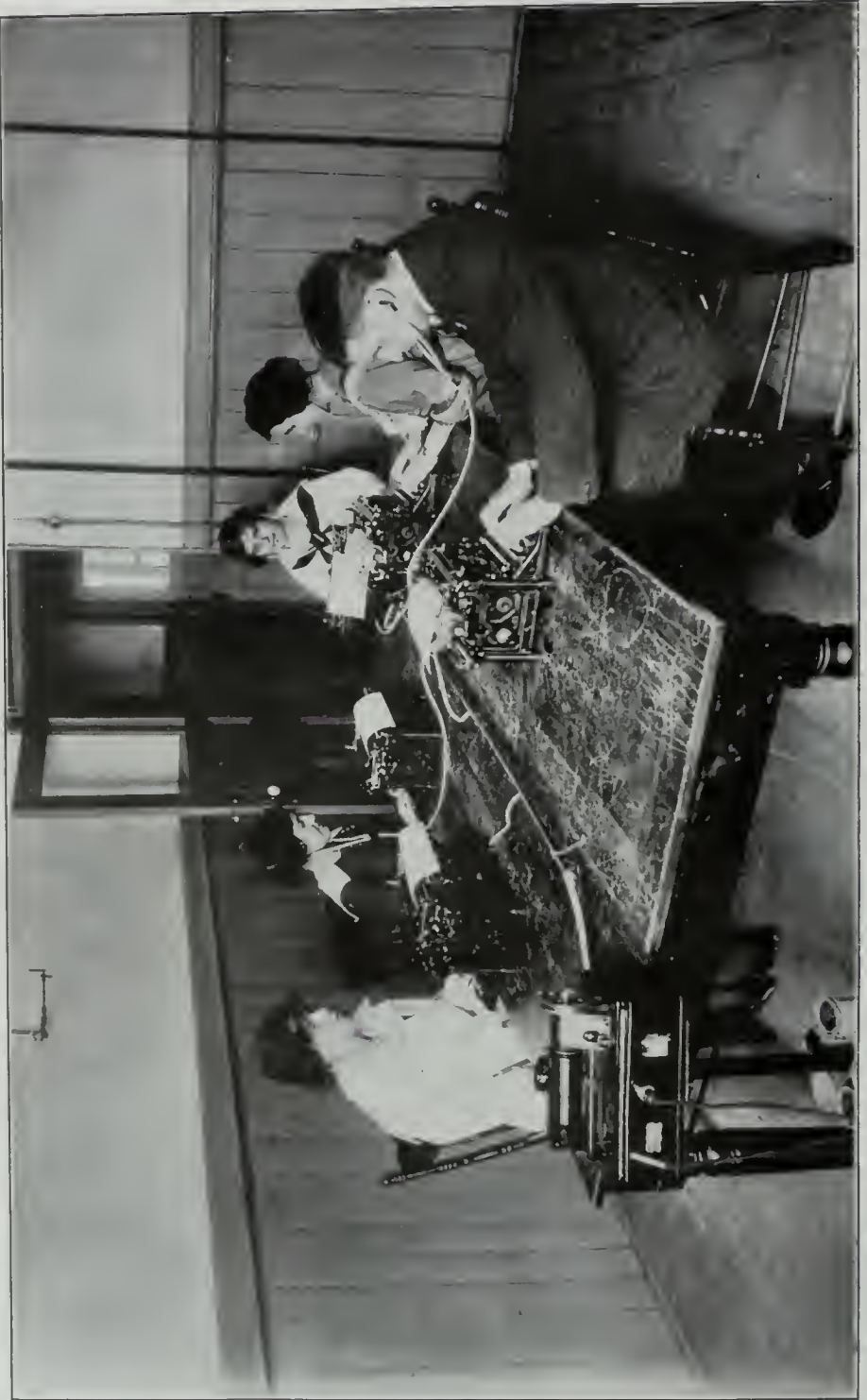
The Spelling was particularly good, the average per pupil being 90 per cent.

Gymnasium Work was well done and, I have no doubt, assists very materially in keeping the pupils in good form.

**Mr. Cole's Classes**

This class was examined in Geography, Grammar, Literature, Writing, Reading. The Geography Course covered in considerable detail that of Canada and United States with a more general survey of the Geography of Europe. I was particularly pleased with the progress of this class in Geography and to observe the familiarity of the pupils with the part played by the British Empire and the colonies in the recent war.





Typing from the Dictaphone, O.S.D.

In Grammar, the class was quite proficient in analysis and parsing, as well as the technical part of the Grammar.

In Literature, the Play "Macbeth" was being studied and the grasp of the play and its interpretation were beyond what one would ordinarily expect. The writing was good and the reading showed good expression and articulation, although not quite as readily expressed as in former years owing to the fact that the pupils are in the transition stage from point to Braille.

#### Miss Macguire's Classes

This class is a double grade composed of First and Second Book pupils. The Reading was very well done and possibly would have been better except for the nervousness of several of the pupils.

In Arithmetic the work was confined largely to the four simple rules with which the senior class were well up, the juniors, however, did not do quite so well. In Spelling the pupils did exceptionally well, averaging 90 per cent. In Hygiene the pupils were very much interested and were particularly well informed as to the care to be given the various parts of the body, manner of eating, sleeping, walking, etc. An introduction to the subject of history had been made and considerable interest shown on the part of the pupils. The Writing of the senior class showed good form, that of the juniors was not so good as they were simply learning the forms which is a slow process.

#### Miss Moffit's Class

This class is splendidly graded and has made a decidedly marked progress during the past year, the pupils averaging over 90 per cent. in spelling. The Reading showed good expression and good articulation, several of the pupils gave splendid recitations, a subject to which they have apparently given considerable attention. In Hygiene, the class had covered practically the whole course and were quite familiar with the work. The Geography and History are subjects that are particularly well presented, the pupils being able to draw splendid conclusions from the work studied.

In Arithmetic the pupils were familiar with the simple rules, fractions and reduction and did good work along these lines.

#### Kindergarten Classes

Since last visit, this class has been somewhat reduced in numbers, and for a portion of the year Miss Patterson has assisted Miss Middlemiss with the result that a greater individual attention has been given to the work, the result of which was very manifest. In Number Work the class were familiar with the combinations up to ten. In Reading, parts of the Primer and First Book have been covered, the pupils during this time, learning to read by the Braille Method. The results in spelling were good except in a few cases. I would suggest that more care be given to the physical exercises taken with this class as they should be productive of better results.

#### Mr. Hickey's Class

This class is not as uniformly graded as the others and consequently the pupils show greater differences in the progress made. The spelling was good, the average mark being 85 per cent. In Arithmetic, half the class were quite familiar with

the simple rules, fractions, reduction, etc., but some pupils were unable to cope with the work. In Geography and History the same condition prevailed. In the subject of Geography, Canada, Europe and the principal British colonies have been covered with some detail. In History, a portion of the class were well up and had gone into the subject more deeply than was possibly advisable with children of this age. In Hygiene, the class was much more uniform, very much interested and had covered the syllabus laid down for Third Book classes. With the exception of one pupil, all read well and fluently.

#### Notes

1. WORKSHOP.—In this department Mr. Donkin is giving instruction in broom-making, chair-caning, willow-work, and elementary manual training. Several boys were at work, all seemed interested and many displayed considerable skill in the use of tools.

2. TYPEWRITING.—This class was in charge of Miss Burden who deserves considerable credit for the work done in this department. The pupils are all supplied with new Underwood machines upon which they wrote from direct dictation and from dictaphone records. A high speed was attained and very few errors made and I would infer from the demonstration witnessed that this subject would be of practical value to blind students.

3. KNITTING.—This department is in charge of Miss Haycock, who as in former years has a large class of interested girls. A variety of different stitches was shown in such work as shawls, socks, slippers, sweaters, house-jackets, pot-holders, wash-cloths, etc. Several fine specimens of crochet work were exhibited and a demonstration of work given in my presence.

4. SEWING.—This work is in charge of Miss Cooper, who deserves credit not only for the amount of work done, but for the efficiency with which it is done. Practically all of the plain sewing of the school is done by the pupils under Miss Cooper's direction. The skill displayed by several pupils in the use of the sewing-machine was very creditable.

5. DOMESTIC SCIENCE.—This work is also in charge of Miss Cooper. The number of girls receiving instruction is small owing to the too limited size of the room. I feel that the interest taken in this subject would warrant greater accommodation if the same could possibly be provided. One of the pipes in this room needs attention because sewer gas was escaping from it.

6. I regret the absence through illness of Miss Cronk, who for many years gave instruction in head work and acted as guide for the school.

7. The outstanding feature this year, was the improvement in the grading, the disappearance of many of the older pupils, the more decided school-tone of the curriculum and everything connected therewith.

Respectfully submitted,

E. E. C. KILMER, B.A.

*Inspector, Brantford Public Schools.*

Brantford, October, 1919.

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## REPORT OF INDUSTRIAL DEPARTMENT

W. B. RACE, B.A.,  
*Superintendent.*

DEAR SIR,—I have to report that forty pupils are now receiving manual training in the various branches taught in this department.

The chair-caning class has been removed to a room on the first floor, which has been set apart exclusively for this branch of the work, an extra radiator has been installed, making the room warm and comfortable; new equipment has been provided to accommodate all the younger pupils who will be expected to take this work preparatory to entering the more advanced classes.

Although chair-caning has very little value as a vocation, it is recognized by all schools for the blind as a most valuable medium for training the fingers of the blind child and at the same time awakening their dormant mechanical talents.

The broom-making class has also been moved to a room on the first floor, which has been set apart exclusively for them. This has made room for the much needed extension of the wood-working and furniture-making classes which will in future occupy the entire ground floor.

Broom-making is recognized all over the continent as one of the best, if not the best, trade that their is for the blind and now that the N.I.B. has established broom shops for the adult blind, in the various provinces of the Dominion, in which those of our pupils who wish to continue this work after graduating, may find employment, more of our pupils are taking up this work with a view to making it their vocation in life, knowing that they will always be able to find employment in these workshops.

Reed and fibre furniture-making is another very important branch of work that is being taught in this department and one that is rapidly growing in popularity among the pupils. This work is most valuable from an educational standpoint as it develops the creative and artistic talents of the pupils and also enables him to produce many beautiful, artistic and useful articles such as electric reading and floor lamps, chairs, tables, curates, tea trays, jardiniers and other articles too numerous to mention. This branch of work is not only valuable from a manual training standpoint, but if followed up as a vocation, offers encouraging prospects to a young man of mechanical ability and business acumen.

Sloyd or manual training, as it should properly be called, for there is no difference (except in the method of teaching) between the work done here and that done in the public schools, continues to grow in popularity and in order to accommodate the pupils who are anxious to take up this work, it will be necessary to provide six new manual training benches and the necessary equipment for them. Many beautiful and useful things are made by the boys, which gladden the hearts of their parents when they are presented to them, not only for their intrinsic value, but for the knowledge that their boys can do the work that other sighted boys do, and do it as well.

The policy inaugurated last year of giving to the pupils a percentage of the profits for their labor has had the desired effect of encouraging them to stick to one line of work long enough to become proficient and also to teach them the value of industry and labor, in addition to which it provides them with a little additional pocket money.

In conclusion, I should recommend that the name by which this department

has been known should be changed to "The Manual Arts Department" as the word industrial is now a misnomer; our work being no longer in any sense industrial but purely in the nature of manual training.

The term Manual Arts is also more in keeping with the purely academic nature of our school.

The word industrial, has also had a tendency to keep many pupils from entering these classes, believing if they did so they would be compelled to follow up the work as a vocation, for this reason they were deprived of the manual training, which they should have received.

It is the opinion of all those best qualified to judge that manual training is just as necessary to the blind, as it is to the sighted and that no blind pupil should be allowed to graduate without having learned, at least, the use of tools.

A new floor has been laid in the show room and it is the intention to keep on display a full line of samples of the work made by the pupils, not only to stimulate a spirit of emulation among them, but also to provide for the benefit of their parents and others, who visit the school from time to time, an ocular demonstration of what the blind can do with their hands.

This department has been very much handicapped of late by delay on the part of dealers in shipping our materials, the bulk of which has to be imported from the United States. I should, therefore, recommend that the necessary appropriation should be provided to enable us to purchase our supplies for one year ahead and thus avoid these delays.

Respectfully submitted,

WALTER B. DONKIN,

*Head of Department.*



Aster Bed near the Girls' Dormitory, O.S.B.

STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1910

[illegible]

—		No.	—		No.	—		No.	—		No.
Five	years	0	Eleven	years	14	Seventeen	years.	9	Twenty-three	years	3
Six	"	2	Twelve	"	7	Eighteen	"	8	Twenty-four	"	1
Seven	"	3	Thirteen	"	14	Nineteen	"	5	Twenty-five	"	1
Eight	"	6	Fourteen	"	4	Twenty	"	4	Over twenty-five	years	3
Nine	"	6	Fifteen	"	12	Twenty-one	"	2			
Ten	"	5	Sixteen	"	15	Twenty-two	"	4	Total	.....	128

## III.—Nationality

—	No.	—	No.
American .....	1	Indian .....	3
Austrian .....	1	Irish .....	6
Canadian .....	55	Italian .....	3
English .....	35	Polish .....	2
Finlander .....	1	Russian .....	3
French .....	4	Scotch .....	10
German .....	1		
Hebrew .....	2	Total .....	128
Icelandic .....	1		

## IV.—Denomination of Parents

—	No.	—	No.
Baptist .....	4	Methodist .....	35
Christadelphian .....	1	Presbyterian .....	25
Christian Science .....	1	Roman Catholic .....	22
Episcopalian .....	33	Salvationist .....	1
Hebrew .....	2		
Lutheran .....	4	Total .....	128

## V.—Occupation of Parents

—	No.	—	No.
Bakers .....	2	Millers .....	2
Book-keepers .....	2	Miner .....	1
Cabinet-maker .....	1	Police Magistrate .....	1
Carpenters .....	4	Policeman .....	1
Clerk .....	1	Railway Employees .....	2
Clergyman .....	1	Salesmen .....	2
Farmers .....	36	Shoemakers .....	2
Fireman .....	1	Stove Monnter .....	1
Gardeners .....	3	Soldiers .....	4
Hunter .....	1	Tailor .....	1
Janitor .....	1	Travellers .....	2
Jeweller .....	1	Teamster .....	1
Journalist .....	1	Tinner .....	1
Labourers .....	35	Unknown .....	13
Machinists .....	2		
Merchants .....	2	Total .....	128

## VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1919

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	1	1	County of Oxford .....	1	1	1
District of Algoma .....	1	1	1	"    Perth.....	1	1	1
City of Belleville .....	1	1	1	"    Peel .....	2	1	3
City of Brantford .....	3	3	3	City of Peterboro .....	2	2	4
County of Bruce.....	2	2	2	District of Rainy River .....	1	1	1
"    Essex .....	2	2	2	County of Renfrew.....	1	1	1
"    Glengarry .....	2	2	2	"    Russell .....	1	1	1
"    Grenville .....	1	1	1	City of St. Thomas.....	1	1	1
City of Guelph.....	1	1	1	County of Simcoe .....	2	2	2
City of Hamilton .....	1	2	3	District of Thunder Bay.....	1	1	1
County of Haldimand.....	3	3	3	City of Toronto .....	15	7	22
"    Hastings .....	1	1	1	County of Victoria .....	1	1	1
"    Haliburton .....	1	1	1	"    Waterloo.....	1	1	1
"    Huron .....	3	1	4	"    Welland .....	1	1	1
"    Kent .....	1	2	3	"    Wellington.....	1	1	1
City of Kingston.....	1	1	1	"    Wentworth.....	1	1	1
County of Lambton .....	1	1	1	"    York .....	1	1	2
"    Leeds .....	2	1	3	Saskatchewan .....	5	2	7
City of London .....	1	1	2	Alberta.....	2	1	3
District of Muskoka.....	1	1	1	Manitoba.....	11	8	19
County of Norfolk.....	1	1	1	British Columbia .....	5	5	5
District of Nipissing .....	4	3	7				
County of Ontario .....	1	1	1				
City of Ottawa.....	2	1	3	Total .....	77	51	128

## VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1919

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington .....	1	1	1	County of Haliburton.....	2	3	10
District of Algoma .....	10	6	16	"    Halton .....	7	3	10
City of Belleville .....	4	1	5	City of Hamilton.....	24	23	47
County of Brant .....	10	8	18	County of Hastings .....	6	6	12
City of Brantford .....	17	14	31	"    Huron .....	15	13	28
County of Bruce.....	10	12	22	City of Kingston.....	8	4	12
"    Carleton .....	2	2	4	County of Kent.....	11	8	19
"    Dufferin.....	2	1	3	"    Lambton .....	20	8	28
"    Dundas .....	3	3	6	"    Leeds .....	16	5	21
"    Durham.....	4	4	8	"    Lanark .....	4	4	8
"    Elgin .....	7	6	13	"    Lennox.....	4	1	5
"    Essex.....	15	22	37	"    Lincoln .....	3	3	6
"    Frontenac.....	5	3	8	City of London.....	13	11	24
"    Glengarry .....	8	2	10	County of Middlesex .....	10	13	23
"    Grenville .....	3	2	5	District of Muskoka .....	3	3	6
"    Grey .....	11	12	23	County of Norfolk.....	11	10	21
City of Guelph .....	4	5	9	City of Niagara Falls.....	1	1	1
County of Haldimand.....	6	5	11	District of Nipissing .....	10	8	18



VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1919—Concluded

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland ....	6	9	15	County of Stormont .....	5	2	7
“ Ontario.....	8	13	21	City of Toronto.....	87	58	145
City of Ottawa.....	24	7	31	District of Thunder Bay.....	1	....	1
County of Oxford.....	8	13	21	County of Victoria .....	9	2	11
District of Parry Sound.....	3	....	3	“ Waterloo.....	13	6	19
County of Peel.....	4	2	6	“ Welland .....	9	6	15
“ Perth .....	5	11	16	“ Wellington .....	11	8	19
“ Peterborough .....	15	7	22	“ Wentworth .....	10	11	21
“ Prince Edward.....	7	2	9	“ York .....	21	17	38
“ Prescott .....	4	....	4	Province of Quebec .....	5	1	6
“ Renfrew.....	9	6	15	Saskatchewan .....	9	8	17
“ Russell .....	5	3	8	British Columbia .....	11	....	11
District of Rainy River.....	1	1	2	Manitoba.....	16	13	29
City of St. Catharines .....	3	2	5	Alberta.....	7	4	11
“ St. Thomas .....	4	2	6	United States.....	1	....	1
“ Stratford.....	3	1	4				
County of Simcoe .....	13	11	24				
					626	458	1,084

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1919

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington .....	1	....	1	County of Perth.....	....	1	1
District of Algoma.....	....	1	1	County of Peterboro' .....	2	2	4
City of Belleville.....	....	1	1	District of Rainy River.....	....	1	1
City of Brantford.....	....	3	3	County of Renfrew .....	1	....	1
County of Bruce .....	1	....	1	County of Russell .....	....	1	1
“ Essex .....	....	2	2	City of Sarnia.....	....	1	1
“ Glengarry .....	....	1	1	County of Simcoe.....	1	....	1
“ Grenville .....	1	....	1	City of St. Thomas .....	1	....	1
City of Guelph .....	....	1	1	“ Toronto.....	12	5	17
City of Hamilton .....	1	2	3	District of Thunder Bay .....	1	....	1
County of Haldimand.....	2	....	2	County of Waterloo.....	1	....	1
“ Huron .....	3	1	4	“ Welland .....	....	1	1
“ Kent.....	1	....	1	“ Wellington.....	1	....	1
City of Kingston.....	1	....	1	“ Wentworth.....	1	....	1
County of Leeds .....	2	1	3	“ York.....	1	1	2
City of London.....	1	1	2	Saskatchewan .....	4	2	6
District of Muskoka .....	....	1	1	British Columbia .....	5	....	5
“ Nipissing .....	3	3	6	Manitoba.....	11	7	18
County of Norfolk.....	....	1	1	Alberta.....	2	....	2
City of Ottawa.....	1	1	2				
County of Oxford .....	....	1	1				
County of Peel.....	2	1	3	Totals.....	64	44	108

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1919,  
COMPARED WITH THE PREVIOUS YEAR

Item No.	Service	Expenditure Year ending October 31st, 1918	Expenditure Year ending October 31st, 1919
		\$ c.	\$ c.
1	Medicine. ....	310 62	214 81
2	Meat, Fish and Fowl .....	3,358 40	3,661 59
3	Flour, Bread and Biscuits .....	1,130 75	1,284 07
4	Butter and Lard .....	1,832 51	1,996 61
5	General Groceries .....	2,193 42	2,180 28
6	Fruit and Vegetables .....	316 74	377 44
7	Bedding and Clothing .....	385 45	491 38
8	Heat, Light and Power .....	10,467 19	8,377 58
9	Laundry .....	482 84	500 84
10	Furniture and Furnishings .....	1,692 98	882 11
11	Farm and Garden .....	1,343 29	1,492 58
12	Repairs and Alterations .....	1,792 77	2,148 48
13	Advertising and Printing .....	673 64	771 46
14	Books and Apparatus .....	539 40	1,643 69
15	Miscellaneous .....	1,909 88	2,118 28
16	Pupils' Sittings in Church .....	200 00	200 00
17	Rent of Hydrants .....	160 00	160 00
18	Water Supply .....	566 07	543 27
19	Salaries and Wages .....	33,954 39	34,487 90
20	Repairs to Pianos and Organs .....	232 70	66 55
21	Hardware, Paint, etc. ....	466 91	646 15
22	Workshop .....	466 95	718 63
23	Engineer's Supplies .....	285 66	393 13
24	Models and Tools .....	99 56	73 99
25	Musical Instruments .....	355 00	287 90
26	Literary, Music and Eye Ex. ....	509 00	452 00
	Special Items—		
27	Special Warrant .....	1,126 55	.....
28	Direct Payments .....	178 92	.....
29	Dictaphone .....	.....	391 99
30	Y.M.C.A. Memberships .....	.....	100 00
31	Dental Inspection .....	.....	212 00
		<u>67,031 59</u>	<u>66,874 71</u>

Our Maintenance Expenditure for the year ending October 31st, 1919. .... \$66,874 71  
 We returned to the Department in the way of Casual Revenue derived  
 from fees from western pupils, etc., the sum of..... 4,363 74  
 The actual cost of maintenance was therefore ..... \$62,510 97  
 At an average attendance of 104 our per capita cost per year was..... \$601 06

Certified correct,

G. H. RYERSON,  
Bursar.

October 31st, 1919.











